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ABSTRACT

Program evaluation is about measurement, but it is also about making meaning of those things quantified. This booklet aims at providing guidance for school library media specialists in doing both. It offers brief comments about each of the following areas and provides some concrete tools for the evaluator's use when needed: Organization (leadership, participants, determining purpose, timeline); Data gathering (surveys, focus groups, counting stuff, evaluation rubrics); Data analysis (identifying strengths, identifying concerns, identifying recommendations); The written report; Using a consultant as an evaluator; Communicating the findings; and Follow-up. With this booklet, the following documents are provided: sample of a completed self-study; set of tools (surveys, rubrics, and miscellaneous checklists); and template for a self-study. Selected resources for library media program assessment tools are also included. (AEF)

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What gets measured gets done: a school library media and technology program self-study workbook

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Introduction

Program assessments generally cause far too much stress for school library media specialists. Formal evaluations nearly always mean hours of work, sometimes result in undeserved criticism publicly stated and, far too often, do not result in any positive change. Is it any wonder many of us shudder when we hear, "Your program is under review this year?"

So why develop this little handbook? After having participated as both the victim and perpetrator of about a dozen library media and technology program evaluations, I strongly believe two things:

1. Program evaluations do not need to be long, tortuous, stultifying ordeals. By collecting and interpreting only meaningful data, the process can be not just painless, but interesting and possibly even fun.
2. Program evaluations should only exist as tools that will help us increase our budgets, improve our working conditions, and make our programs essential to our students' learning. An effective program evaluation used as a starting point for long-range planning is the *only* thing that can improve a school's library media program significantly and permanently.

As the title of this booklet, taken from oft-quoted business guru Tom Peters, suggests, program evaluation is about measurement. And that's true. But it is also about making meaning of those things quantified. I hope this book helps provide guidance in doing both those things.

This booklet will offer brief comments about each of the following areas and provide some concrete tools for the evaluator's use when needed.

1. Organization
    a. Leadership
    b. Participants
    c. Determining purpose
    d. Timeline

2. Data gathering
    a. Surveys
    b. Focus groups
    c. Counting stuff
    d. Evaluation rubrics

3. Data analysis
    a. Identifying strengths
    b. Identifying concerns
    c. Identifying recommendations

4. The written report

5. Using a consultant as an evaluator

6. Communicating the findings

7. Follow-up

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Purpose and organization

Purpose

The purpose of a formal program evaluation is to help improve the school library media and technology program. Like it or not, school library media programs have changed since most community members, parents and school staff were in school themselves. The addition of new technologies, the increased importance of information literacy skills, and the demand that all students show proficiency in basic skills through standardized testing have changed the role of the library from a quiet place for study run by a teacher who was unable to cope in a classroom to a dynamic combination of programs and resources that can genuinely improve educational opportunities for all students directed by a team of cutting-edge educators.

The end results of a program review should include:

- Assessment of the current status of district media/technology programs
- Agreement on long-term goals based on recognized standards (see the list of standards documents at the end of this booklet) and building/district needs
- Establishment of short term objectives that help meet those goals
- Development of a formal method for reporting the attainment of those goals and objectives
- Assessment of the program as a part of the library media specialist's professional evaluation

A Team Approach to Evaluation

Library media and technology program assessment is most effective when the media specialists, building principals, and district personnel all share the responsibility for it. The team needs to recognize and approve of all elements of the evaluation process if that process is to lead to genuine improvement. The team should include not just media and technology specialists, but administrators, teachers, parents and possibly students as well. All members of the assessment team need to be identified and their roles and responsibilities clearly identified. As part of the assessment process, an outside consultant may be brought in to help determine the validity of the findings and recommendations of the community-based committee. (See separate chapter.)

The team leader is ideally the administrator in the district in charge of media and technology programs. It is this individual's job to organize the team, help it identify its goals, facilitate the visit of the outside evaluator, and see that the final report is completed. If the district does not have an administrator in such a position, an experienced media specialist given release time or additional compensation makes an excellent team leader.

Timeline

A complete study of a district media technology program should allow time for planning, distribution, return and analysis of surveys; compilation of the written self-study; a visit by an outside evaluator; and a report to the school board. A possible timeline

September	Selection of study committee and its leader. Initial meetings
October	Review and selection of external standards. Determination of purpose of study.
	Design or modification of surveys.
November	Distribution of surveys.
	Meetings of media professionals to complete standards rubrics.
	Collection of inventory information
December	Collection of surveys and compilation of findings.
January	Analysis of data from surveys and draft of program strengths, concerns, and actions.
	Writing draft self-study.
February	Review of self-study draft by stakeholders
March	Visit by outside evaluator. Writing of findings of outside evaluator.
April	Report from evaluator reviewed and accepted.
May	Presentation of consultant report and self study to board and administrative team.

Data gathering

Evaluation rubrics tied to external standards.
Happily, there are a number of tools based on state and national standards that provide a guide for assessing school library media programs. These guides, checklists, and rubrics offer a description of the services of an effective media center. The rubric-like organization of some of these guides can provide a growth path for all media centers regardless of their current level. Check to see if your state has specific guidelines for school library media programs as well. The Minnesota Educational Media Organization's rubrics for program evaluation based on AASL's *Information Power II* can be found in the *Tools* document that comes with this booklet. **tools.pdf**

An important use of such an assessment tool is to determine the current state of a building or district's library media program. The media specialist can do this, but the baseline established is more meaningful and accurate when others on the building staff serving on building media advisory committees participate as well. Media specialists should have the opportunity to discuss the evaluation tools prior to completing them for their own buildings so that common understandings of terms can be agreed upon and any questions clarified.

Most of these assessment tools have more areas that can be measured than are practical to deal with in a single year or improvement cycle. It's extremely important that the media specialist, principal and building staff use their own building goals to help them select a few areas for focused improvements. One way to determine which areas should be the focus of the evaluation is to consider overall building and district educational goals. This approach helps make the media program a vital part of the entire school program.

Surveys and Focus Groups
An important source of information about the media program comes from the patrons it serves. Short, easily understood surveys like those found in the *Tools* document specially designed for parents, students, teachers, and principals should be given to a random sample of these groups in every building. Self-addressed stamped envelopes are both polite and will result in a higher percentage of survey returns from parents. Student surveys can be completed during visits to the media center. All survey responses should be anonymous in order to get more accurate findings.

Focus groups of students, teachers, and/or parents can also provide good data. Discussions using a survey as a means of guiding the discussion along a good recorder taking notes of the discussion can result in more complete observations and comments than written surveys alone.

Counting stuff
It is important to have a good inventory of the resources that make up the media program. These resources include personnel, print materials, budgets, and technology. Simple spreadsheets that allow quick analysis of data such as professionals per student are a good way to report such data. Examples of such spreadsheets can be found in the *Tools* document also.

One of the more difficult parts of completing an inventory is agreeing on what and how things should be counted. Should all computers be counted or just the ones which are less than 5 years old? A building that counts all its old Apple//s that may be running keyboarding programs may show a significantly higher computer to student ration than one that only counts the multi-media, networked computers. A library collection that counts each copy of a book will show a higher book to student ratio than one that only counts each title of its collection. The study team can choose whatever criteria it would like to count items, but the criteria should be as consistent as possible throughout the study and clearly identified in the findings.

You may have noticed that the tools include those that count technologies throughout the building rather than just those found in library media centers. Our district has a combined media and technology department

and so when evaluating one we evaluate both. Use the counting tools that best suit your own organizational structure.

The forms in this document are tables for the sake of formatting and printing ease. Putting inventories in a spreadsheet makes analyzing the data (ratios, totals, etc.) much, much easier. I would convert these tables to spreadsheets when actually conducting the self-study.

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Data analysis

The purpose of gathering data, of course, is to help identify both the strong and weak areas of the library media program. While we usually dwell on the areas we know need work, it's also important that we use program evaluation to highlight our strengths and successes. My experience has been that a district will fund programs it knows to be successful and popular.

Weaknesses (or concerns) should be used to help develop a long-range plan for improvement. Identifying recommendations for improving stated areas of weakness are the final step in the data analysis process.

The data gathered by the surveys, inventories and rubrics should be carefully tabulated and examined for patterns that indicate a high degree of agreement in particular areas. Anecdotal comments from surveys and focus groups can powerfully illustrate points that cold numbers only suggest.

The kernel of the program evaluation report is the identification of the strengths, weakness and recommendations for improvement, and each of these areas should be supported by empirical or anecdotal evidence found elsewhere in the report.

Data analysis, at least to me, is as much an art as it is a science. For most of us, good empirical or anecdotal evidence will support the gut-level knowledge that we already have about our programs. We may sense that our libraries are too small. We may feel that there is a better student to computer ratio at the secondary level than at the elementary level. We may believe that our collections have aged as a result of inadequate funding. These are all things we can *demonstrate* to decision-makers through strong evidence.

But I also hope that by keeping open minds and a spirit of genuine inquiry, the self-study team members will also look for trends, patterns, and problems that may be less apparent. For example if students, parents and teachers consistently rate library climate as a concern, we should be willing to consider the reasons for those ratings even if they may seem critical or opposite the view of the media professionals. Such evidence can help make genuine improvements to the quality of the media program and the entire school.

The outside consultant

Should a district hire a consultant from outside the district to help evaluate its library media program? Since I have at times served as a consultant myself, you need to know that my advice may be somewhat self-serving. But here it is anyway…

There are a number of very good reasons *not* to hire a consultant to help in the evaluation process:

- Good consultants are expensive. *(An alternative to a hired gun is to have a reciprocal agreement with another district to trade external evaluators. The North Central Association uses volunteer evaluators from member schools. These folks know they in turn will get volunteers when they are evaluated.)*
- Consultants may not understand the culture, philosophy, and goals of the district.
- Consultants may come to the evaluation with a set of prejudices not in keeping with district philosophy.
- Consultants may not come from recent practice in the field.
- Consultants can only discover a limited amount of information during a site visit. One or two conversations or experiences may play too important a factor in the consultant's final recommendations.

Other than that, we are charming and lovable people and can add value to the evaluation process:

- Consultants can bring a sense of objectivity to the evaluation.
- Consultants can bring expertise in building good programs to the district.
- Consultants can lend credibility and validity to the work done by the district evaluation team if the administrative team and school board regard them as impartial and expert.
- Consultants can bring knowledge of current best practice and future trends in the field, and may have knowledge of what other schools are doing that is innovative and effective.

If you want to get the most bang for your buck from a consultant:

- Spell out exactly what result you expect from his/her involvement. (Site visit, written report, follow-up, etc.)
- Have good information for the consultant to use. Inventories, survey results etc, should be done prior to his/her involvement. (Although a good consultant should be able to provide sources for good evaluative tools.) The consultant should only be analyzing the data and making recommendations, not gathering it.
- Get recommendations from others who have used the consultant. Ask about his or her communication skills, timeliness, reliability, and the usability of the consultant's product.
- Hire someone with credibility and recent experience in the library media field.

When I visit a district as a program evaluator, my main objective is to help the head of the library media/technology department get across whatever message he or she needs to have the administration and board hear. Most people for whom I have worked have a very realistic picture of the strengths and weaknesses of their programs.

I also attempt to answer genuine questions these folks might have: Why are more classes not using technology for research purposes? To what extent do our physical facilities help or hinder our library media programs? How can we better use the computers we have in our elementary schools? Do our print collections meet the needs of our students and staff? How can we better allocate our media and technology dollars?

The main point here is that the better the district knows what it wants from an outside consultant evaluator, the better off that person is able to provide it. And this leaves everyone satisfied and the district with useful information that can be used to improve.

The written report

The written report as indicated earlier has at its heart, the findings of strengths and weakness of the program, recommendations for improvement, and the data used to draw those conclusions.

In order to place the recommendations and data in context for an audience who may not be familiar with the school district, an effective report may need additional information. This information may include demographic information about the district, copies of the district's technology plan, library/media curriculum, organization chart, and library policy manual.

This document can make the difference between getting a meaningful evaluation by an outside consultant and wasting your district's money. Most outside evaluators can visit a district for a short time and spend very, very little time in individual buildings. When I visit a district for the purpose of helping evaluate its media/technology program, I rely heavily on documents, especially the self-study, for specific things I want to look at.

The final report will consist of the self-study and, if used, the consultant's report that validates the self-study and may add additional observations, comments and recommendations.

Can a report be too long? Absolutely. The body of the report should be short with as much data placed in a separate document of attachments as possible.

A sample written report is included in this planning guide with this booklet. **sample.pdf**

Sharing the findings

There isn't much sense in spending time, money, and effort on doing a program evaluation only to have its results sit in a drawer of the superintendent's desk. The results of any program evaluation effort should be disseminated as widely as possible.

Copies of the **full written report** should give to the administrative team, school board, district media/technology advisory committee members, and members of any building-level library media/technology advisory team. (A copy of the report converted to an Adobe Acrobat .pdf document that can be downloaded from the district's website would allow any interested individual to read and print all or part of it.)

An **oral presentation summarizing the findings** of the evaluation should be presented at a regular school board meeting, at the district media technology advisory committee, and at building staff meetings.

A **one-page executive summary** should be shared with all district staff members. (Many administrators may well read this that will ignore the full document.)

The lead of the evaluation committee or the school's public relations department should write a **news release** about the study. This release should be written so that buildings can customize it for publication in their parent newsletter.

As library media or technology director, I would also offer to present the findings at the meetings of local service organizations such as Rotary, Kiwanis or Lions. Members of these organizations are often powerful opinion leaders in the community and they appreciate interesting programs for their meetings.

Follow-up

Good assessment tools are not used to simply evaluate work at the end of a given time period. They should serve as a guide and reminder for day-to-day activities. Regular conferences with the principal and/or building media committee have always helped force me into working on objectives through out the year rather letting my natural sense of procrastination convince me to set them aside until May. Progress toward long-term goals based on the needs outlined through a formal program assessment can guide the discussion at such conferences.

If media goals truly support the building goals, then everyone who has responsibility for achieving building goals should be apprised of if and how well they have been met. As a part of a staff meeting or as a distributed written report, the media specialist needs to say, "Yes, this, this and this were accomplished; this is nearly done; and this did not happen because..." It's called accountability.

Once general goals are established and recommendations made, the hard work of identifying specific objectives that will help meet those goals must be articulated. What are the specific things that media specialists and administrators should do within a stated time frame that can be measured, can be observed or can be produced? We like to use the old SMART guidelines for objective. They must be **S**pecific, **M**easurable, **A**ttainable, **R**esults-centered, and **T**ime bound. I like setting yearly objectives, some of which may have an earlier deadline. (By the end of the first semester, I will offer three classes to teachers on how to create a webpage.)

Asking the media specialist to be accountable for specific objectives creates a natural bridge to the evaluation of the media specialist as well as the assessment of the media program. An often-heard complaint among media people is that principals often use the same forms and methods to evaluate them that they use to evaluate classroom teachers. While such evaluation methods can and should be used to help evaluate the media specialist's teaching abilities, principals need to recognize that a large part of the media specialist's job falls outside what such methods evaluate. Media specialists have administrative duties such as budgeting, supervision of paraprofessionals, public relations, collection development, and policy-making. The degree of effectiveness of the individual in these areas is directly reflected in the degree to which he or she has met the yearly objectives established by district and building plans which in turn are in part based on the findings of a formal evaluation.

The cumulative effect of developing long-range goals and yearly objectives then is that by the time another formal program evaluation is conducted, the weakness identified in the previous study have been effectively addressed.

Sample, tools and template

Along with this document, I have provided the following documents:

- A sample of a completed self-study **sample.pdf**
- A set of tools: surveys, rubrics, and miscellaneous checklists **tools.pdf**
- A template for a self-study **template.pdf**

Selected resources for library media program assessment tools

Alabama Department of Education. *Literacy Partners - A Principal's Guide to an Effective Library Media Program for the 21st Century.* http://www.alsde.edu/26/libmedia.html

American Association of School Librarians. *A Planning Guide for Information Power: Building Partnerships for Learning.* Chicago: American Library Association, 1999.

Donham, Jean. *Enhancing Teaching and Learning: A Leadership Guide for School Library Media Specialists.* New York: Neal-Schuman, 1998.

Johnson, Doug. "A 12 Point Library/Media Checklist for Administrators" *The Indispensable Librarian: Surviving (and Thriving) in School Library Media Centers in the Information Age.* Worthington, OH: Linworth, 1997.

Loertscher, David V. *Reinvent Your School's Library in the Age of Technology: A Guide for Principals and Superintendents.* San Jose, CA: Hi Willow Research and Publishing, 1998.

Minnesota Educational Media Organization *Standards for Minnesota School Library Programs* <http://www.isd77.k12.mn.us/memo/mnstandards.htm>

"Learning Media Services Section 7." (Sixth Edition) National Study or School Evaluation, 1987. <www.nsse.org>

"Resource Guides for School Library Media Program Development" American Association of School Librarians <http://www.ala.org/aasl/resources/> January 2001.

Sample report for:

What gets measured gets done: a school library media and technology program self-study workbook

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Self-Study of the Library/Media program for Johnson Area Public Schools
Spring 2001

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Study team		
Name	Title	Location
Nicole Kidman – Study Chair	Director of Media and Technology	Central Office
Tom Selleck	High School Media Specialist	City High School
Jennifer Lopez	Middle School Principal	Central Middle School
Catherine Zeta -Jones	Technology Coordinator	Central Office
Harrison Ford	Elementary Media Specialist	Lincoln Elementary School
Kathleen Turner	Parent	
Tom Peters	Community Business member	

Document Purpose

The purpose of this document is to provide a brief, yet thorough description of the Johnson Area Public Schools' Library Media and Technology Program. It records the findings of evaluations and summarizes the opinions of district staff, students, and parents as well as media specialists and technologists. It is to be used as a tool for long-range planning and goal setting as part of a continuous improvement model.

The general outline of the self-study guide follows the Johnson's *What gets measured, gets done*, but has been modified to help our district answer specific questions. Building media specialists completed forms in the template as well as a separate set of program evaluation rubrics based on the American Association of School Librarian's *Information Power* standards.

Surveys of parents, principals, students and teachers were conducted during fall semester of 2000.

The library media program tends to change rapidly with the needs of the academic program, upgrades in technology, and economies of the district. Assessment is conducted on a yearly basis of district media activities, and curriculum revision is on going.

Any questions about this document can be directed to Nichole Kidman, 100 Main Street, Johnson, Minnesota 50000. Phone 507-555-1000. Email nkidman@isd555.k12.mn.us

Mission and goals of the library media program

The **Mission** of the library media program is to provide an environment in which all individuals in the district are empowered to become life-long learners and effective users of information, ideas, and technology.

Long-range goals

Goal 1
All students will demonstrate the mastered use of technology to access, process, organize, communicate, and evaluate information in order to answer questions and solve problems. All learning will be assessed and reported to students, parents and the community.

Goal 2
The library media program will use a variety of technologies to provide the most current, accurate and extensive information resources possible to all learners in the district and community in a cost effective and reliable manner at maximum convenience to the user.

Goal 3
The library media program will assure that all district teachers will have the training, skills and resources needed to assure that students will meet local and state learning objectives and have the technological means to assess and record student progress.

District description (demographics)

The Johnson Public Schools serve approximately 6,100 students in Overshoe, Snowshoe and Sandal counties in south central Minnesota. The major towns are Johnson, Boot, Left Overshoe, and Clog. The economy is strongly tied to agriculture, but the light industry, software, telecommunications, and retailing segments are rapidly growing. The school population is slightly decreasing. Our current free and reduced lunch rate is approximately 25%. We are ethnically homogeneous with a non-white population of less than 5%. There has been an influx of non-English speaking immigrants in recent years.

The area is home to a variety of other educational institutions including Johnson State University, South Central Technical College, Bethany Lutheran College, and Boot Business College. The district often communicates and collaborates with each of these institutions.

The district is served by 10 school sites: 1 high school (West), 1 combined junior-senior high school (East), 1 middle school (Central), 7 K-6 elementary schools (Garfield, Hoover, Jefferson, Kennedy, Monroe, Roosevelt, and Washington). There are also district offices located in leased space downtown. The district media services are housed in an annex building at West High School. We have a professional teaching staff of approximately 400 FTEs and total staff of over 800.

Previous self-study and follow-up

The last evaluation of the Media Program was conducted during the 1990-91 school year. Below are the previous recommendations and follow-up measures:

1. **Limitation: The present structure of separate library and audio-visual departments is not consistent with the current philosophy of providing a unified resource for students and teachers.**

   Recommendations:

   a. The school district should review current patterns of combined audiovisual and library programs, and the school district should investigate organizational changes to provide full resource based media services for students and teachers.

   b. The State Department of Education and Johnson State University provide guidance and expertise in providing unified services and the district should consider the use of such services.

   Follow-up:

   1) The job description for the district A.V. director has been re-written. The position is now district media supervisor, and that person's duties include coordination of district library, audio-visual, and computer services.

   2) A single mission statement for all media services has been written.

   3) The building media specialists, A.V. coordinators, and computer coordinator meet monthly as a single curriculum team, and long range goals has been written for all areas in single document.

   4) A change in physical facilities has been made to accommodate all district library, A.V., and computer services in a single location.

   5) Assistance from the State Department for staff inservicing, and JSU on selection policy writing has been used. The district will continue to use and cooperate with the experts at these institutions.

2. **Limitation: Elementary librarians are providing release time for teachers. Librarians are grouped with art, music, and physical education to provide release time. The music, art, and physical education teachers are hired to teach. The librarian is hired not only to teach but to administer the library and to provide necessary resources for teachers and students. If all specialists were treated uniformly, the librarian would be a full time teacher of library/reference skills and literature, without time to do the rest of the job.**

   Recommendations

   a. The school should investigate flexible scheduling options that include flexible scheduling time, use of paraprofessionals or other staff, and accessibility beyond normal school hours.

   b. Library instruction should be given with purpose, direction, and application. Related construction is far more effective than instruction in isolation of the school curriculum.

   c. The school district should develop a philosophy that the library media center is not only a storehouse of information but can provide opportunities for individualized instruction and professional assistance in locating and assimilating information.

   Follow-up:

   1) An inservice of two half days for all principals and media specialists has been given before the end of this school year. The inservice will address the issues of media/technology skill integration, flexible scheduling, and taxonomies of media service. The discussion is on going.

   2) The long-range technology plan has goals for building staffing and curriculum. Building level objectives are written each year to support the district goals.

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3. Limitation: Media personnel are under utilized as resource specialists.

Recommendations:

a. A media representative should be assigned to each curriculum writing committee.

b. The library media specialists should assist teachers in becoming familiar with resources that correlate with the curriculum.

c. Time should be provided to allow for the integration of information skills into the curriculum.

d. Teachers should give library research assignments to their students frequently and work in conjunction with the media specialist in teaching the research process.

Follow-up:

1) A building level media specialist has been assigned to each curriculum committee. For language arts, social studies and science, a separate media specialist for both the elementary and secondary levels has been assigned. Media specialists will be expected to work with the curriculum writing teams as each area comes under study.

2) The monthly meetings of media specialists will be used in part to increase awareness of new resources for media specialists to introduce into the curriculum.

3) Each building level media professional has a computer and software. In service has been given on the use of these machines. Building media specialists are expected to serve as resources for computer productivity use.

4) Media personnel are attending non-district inservices about media resources.

5) Inservices for teachers on resource-based teaching is offered.

6) Principals are encouraged to have high expectations of media specialists as instructional design experts, and expect teachers to use a wide variety of resources in instructional units at all grade levels.

4. Limitation: The media budget at the current level is not sufficient to serve a high service program as defined by the standards of Information Power.

Recommendations:

a. There should be an increase in the budget to place the schools at the 75 percent level of funds needed to support a high service program. See Information Power: Guidelines for School Library Media Programs.

b. Budget requests should be based on necessary learning experiences for students. With the vast amount of information in today's society it is imperative that schools instruct students with the skills to access, process, and communicate information in their school and adult lives.

c. Each building should have a baseline number for its collection size, regardless of student enrollment. A long-range budget plan should be developed to accomplish this required collection size.

Follow-up

1) Target print and A.V. collection sizes have been developed for budgeting purposes. A two-tiered yearly budget will be constructed with a maintenance component and a growth component. The growth monies were requested until all buildings attained a minimum collection size.

2) Yearly building level objectives are written and budgeted for to meet district goals for technology and electronic information sources.

3) A district plan for computer use has been written and partially funded.

5. Limitation: The secondary teachers and students receive a greater amount of services from the media program than is available to elementary teachers and students.

Recommendation:

a. The discrepancy should be investigated and rectified.

Follow-up

1) No action taken.

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Department organization and planning

Description of district library/media committee and responsibilities

Media and technology staffing is detailed in the "Staffing" portion of this document.

A district media advisory committee has met four times each year for a full afternoon for the past 5 years. The committee of approximately 20 has a wide representation: school board members, administrators, media specialists, district media staff, teachers, students, parents, and community members. (See the Long- Range Technology plan for a detailed list.) Except for district media staff, all members serve for a term of three years. Members who are chosen by their representative groups (principals, teachers, and district office personnel) may serve additional terms. Parents are chosen on the recommendation of the PTO president. The Chamber of Commerce nominates business representatives.

The committee has these as its major responsibilities:

- long range planning and goals
- setting the media/technology department's yearly objectives
- creating budgeting formulas and procedures, and reviewing building technology plans
- reviewing policies

Agendas are sent prior to the meeting and minutes follow within one week, sent by the district media supervisor. The district media supervisor or appointee runs the meetings informally. Sub-committees work on individual yearly goals.

Many other district staff have also helped with tasks the committee has undertaken, including writing the long-range technology plan and the information literacy curriculum. Most principals and all media specialists have participated in working on these tasks.

Other committees and library media groups, including building library media committees

The Superintendent's Advisory Council also gives approval to planning and budgeting efforts. Both the Secondary and Elementary Principal Group's input is sought in major decisions. Ad-hoc committees, such as the Administrative Technology Advisory Committee, the District Information Planning Committee, and the Instructional Management Software Committee are formed as the need arises.

Media specialists also meet as a group approximately 7 times each year for an entire day. This time is used for inservice, planning and curriculum work. The district media supervisor serves as curriculum leader for the department.

A draft of the district's long-range plan has been written and is attached. It is currently under revision to meet state guidelines.

In addition to the district organization, all buildings also have a media technology committee. These committees review building goals, determine funding priorities, make facilities use recommendations, and determine inservice needs.

Budget

Name of building and target collection size	Student population	Size of AV and print collection	Material replacement budget	Material growth budget	Periodicals budget	Online resources budget	Software budget	License, support, and supplies budget	Total of current year's budget
Garfield Elem (6000)	245	4000	5000	2100	430	1620	1300	200	10650
Hoover Elem (8000)	437	12000	7500	0	430	1620	1300	200	11050
Jefferson Elem (8000)	265	10000	6250	1000	430	1620	1300	200	10800
Kennedy Elem (8000)	445	13000	7500	0	430	1620	1300	200	11050
Monroe Elem (10,000)	551	11000	7500	1000	430	1620	1300	200	12050
Roosevelt Elem (8000)	382	14,500	6250	0	430	1620	1300	200	9800
Washington Elem (8000)	403	12000	6250	0	430	1620	1300	200	9800
Total Elem		76,500	46250	4100	3010	11340	9100	1400	75200
West HS (15,000)	1289	15000	9500	0	3000	1620	6500	200	20820
East JH-HS (20,000)	1557	20000	12500	0	3200	1620	8000	200	25520
Central Middle (10,000)	625	6100	6250	3000	2500	1620	4000	200	17570
Total Secondary	6199	41100	28250	3000	8700	4860	18500	600	63910

Additional information

The district attempts to budget sufficient funds to replace approximately 5% of its core print collection each year, provide a wide selection of magazines and newspapers, and subscribe to CD-ROM and on-line materials. The building media specialist has latitude in how much is spent in each of these categories.

A set amount of money is given to building to purchase computer software. There is currently no formula or plan for updating or expanding building software licenses or collections. The media program serves as a "watch dog" for compliance with copyright issues.

In addition, the district budgets for a shared 16mm, laser disc, and video collection, full Internet connectivity, repair services, software preview library, district software licenses, and Follett catalog support. Each library also has a supplies budget.

The district over the past several years has also budgeted approximately $500,000 per year for hardware purchases. These funds purchase or replace:

- computers in classrooms and labs
- media center computers
- audiovisual equipment (TVs, VCRs, projectors, record players etc.)
- file servers and networks

The budget allowed all media centers to be fully automated during the 1993-94 school year. There is presently no union catalog.

The budget is determined with the help of the Superintendent's Advisory Council and the District Media Advisory Committee.

Resource selection, organization, maintenance, and adequacy					
School	**Enrollment**	**Print Collection**	**Magazine titles**	**Audio-visual**	**Computer software licenses**
Garfield Elem	245	4000	34	140	12
Hoover Elem	437	12000	23	250	12
Jefferson Elem	265	10000	21	230	12
Kennedy Elem	445	13000	32	150	12
Monroe Elem	551	11000	18	123	12
Roosevelt Elem	382	14,500	20	150	12
Washington Elem	403	12000	27	72	12
Total elementary	**2728**				
West HS	1289	9500	91	200	12
East JH-HS	1557	12500	39	239	14
Central Middle	625	6250	86	300	12
Total secondary	**3471**				
District					

Additional information

Selection/reconsideration policy

The district has an up-to-date selection/reconsideration policy which as been board adopted.

Print

- all materials are cataloged and circulated using the Follett library system
- print collections are weeded and seem to meet the current curriculum requirements
- electronic resources are rapidly replacing print reference sources
- professional magazines are regularly routed
- an on-line database of novels and reading support material is available
- an effort is made to coordinate material purchases with curriculum revisions

Audio-visual

- most of the materials are housed and circulated from District Media Services
- the district AV catalog is available on-line
- most 16mm and filmstrip titles have been superceded by video titles
- high-use videos are purchased and housed in building media centers

Software

- a core collection of software is purchased when computers are purchased. Building licenses for AppleWorks, HyperStudio, Grapher, and Inspiration have been purchased for all sites.
- content area software is purchased by departments from textbook funds; basic communications, productivity, and general use software is purchased with media program funds
- there is a list of adopted software for the district
- all buildings have online encyclopedias, online access to ProQuest and Electric Library, and other reference materials

Computer hardware

School	Students	Professional Staff	Staff Computers	Staff/Computer Ratio	Student Computers	Student/ computer Ratio	Scanners, digital still and video cameras	LCD Projectors	File Servers	Laser Printers
Garfield Elem	245	38	23	1.7:1	37	7:1	1 s 1 ds	1	1	2
Hoover Elem	437	42	42	1:1	99	6:1	1s	2	1	1
Jefferson Elem	265	20	15	1.3:1	35	9:1	1s 1 ds	1	1	2
Kennedy Elem	445	34	32	1:1	30	15:1	1 s	2	1	1
Monroe Elem	551	23	23	1:1	22	12:1	1 dv	2	1	1
Roosevelt Elem	382	34	37	1:1	19	23:1	1 s	3	1	1
Washington Elem	403	28	28	1:1	40	13:1	1 s	3	1	2
West HS	1289	44	50	1:1	75	7:1	2 s 1 ds	5	1	3
East JH-HS	1557	70	64	1:1	96	11:1	3 s 2 ds 1 dv	6	1	2
Central Middle	625	55	55	1:1	151	4:1	1 s 1 dv	5	2	1

Additional information

Many buildings have older computers that are not networkable and have not been included in this count. These machines are not repaired as they breakdown.

The current amount of equipment varies from building to building. The district has established a baseline of a computer on each teacher's desk and 15 networked computers in each elementary school. At the current rate of funding, this is what can be maintained and replaced if no computer is to be over 5 years old. Some elementary schools have used PTO funds, building funds, or grants to substantially increase the number of computers in some buildings.

For secondary schools, the district has established a baseline of a computer on each teacher's desk and a funding to maintain 10:1 student to computer ration in the high schools, and a 6:1 student to computer ratio in the middle schools. Buildings have wide discretion in how computer monies are spent, and some buildings have received funds from PTOs and grant s to be used for the purchase of computers.

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Video and voice hardware

School	Classrooms/ Instructional areas	Televisions	VCRs	Classroom to TV/VCR ratio	Cable Drops	Analog camcorders	Interactive TV equipment	Telephones	Voice Mail
	Quantity	*Quantity*	*Quantity*	*Ratio*	*Percent*	*Quantity*	*Yes/No*	*Percent*	*Yes/No*
Garfield Elem 245	12	6	6	2:1	all	1	no	100	no
Hoover Elem 437	32	9	9	4:1	all	2	no	100	all
Jefferson Elem 265	15	4	4	4:1	all	1	no	100	no
Kennedy Elem 445	22	9	9	2:1	all	1	no	100	no
Monroe Elem 551	13	8	8	2:1	all	1	no	100	no
Roosevelt Elem 382	22	7	8	3:1	all	1	no	100	all
Washington Elem 403	28	7	7	4:1	all	1	no	100	no
West HS 1289	77	36	36	2:1	all	4	no	100	all
East JH-HS 1557	31	44	21	1:1	all	3	no	100	no
Central Middle 625	64	61	51	1:1	all	0	yes	100	all

Additional information

The district has completed a major initiative to put telephones in all classrooms. Some buildings have also chosen to equip the PBXs with voice mail for staff members. In some areas of the secondary schools, the telephones are in work areas rather than in classrooms (by teacher choice.) All buildings also have intercom systems.

All classrooms receive cable television service provided by the local cable operator. The district has a guideline of one TV/VCR combination for each 4 classrooms, but many buildings have chosen to use building capital outlay funds to lower this ratio. Experiments using interactive video over IP have begun.

Central Middle School has a video distribution system.

Curriculum

Checklist	Comments
The library media program has a written curriculum.	Yes
The curriculum addresses reading skills.	Yes
The curriculum addresses research skills.	Yes
The curriculum addresses technology skills.	Yes
Benchmark skill levels are articulated for each grade level.	K-8
Student progress on skills are reported to parents.	K-8
Skills are taught as part of an information literacy process.	Some
Projects are integrated into the classroom curriculum.	Yes
The curriculum meets state requirements.	Yes
The curriculum is revised on a regular basis.	Yes
If not complete, there is a timeline for writing and implementing library media curriculum.	No
At the secondary level, there is a written document that outlines major content area units that use library media resources and information literacy skills taught within those units.	No

Additional information:

The media department has undertaken an ambitious curriculum revision project for the past three school years. Code named "Agatha," the revised elementary curriculum has the following characteristics:

1. It combines both technology and library skills in the Big Six Information Processing Model.
2. It is integrated into the classroom curriculum.
3. It has student skill benchmarks that are authentically assessed and reported.
4. It helps meet state graduation standards in inquiry and use of resources.
5. It serves as a model for teachers in current educational practices.

The timeline on completing this project has been:

1997-98: identifying current skills, choosing an information process, and placing the skills in that process.
1998-99: with teachers, selecting curricular areas for integration and developing units
1999-00 developing benchmarks, assessments and reporting mechanisms for units

The working curriculum document is attached.

At the secondary level, the media program will support state graduation standards as they are implemented in the content areas. Mapping for placement of these packages is underway.

Staffing

School	Enrollment	Professional Staff	Student to Professional staff ration	Clerical Staff	Computer lab aide	Technical Staff
Garfield Elem	245	.5	490:1	.75	.0	.1
Hoover Elem	633	1.0	633:1	.0	.8	.1
Jefferson Elem	308	.5	616:1	.75	.1	.1
Kennedy Elem	437	1.0	437:1	.75	.25	.1
Monroe Elem	264	.5	528:1	.75	.1	.1
Roosevelt Elem	445	.7	636:1	.75	.25	.1
Washington Elem	551	1.0	551:1	.75	.25	.1
West HS	1289	1.0	1289:1	1.0	1.0	1.0
East JH-HS	1557	2.0	779:1	1.5	.5	1.0
Central Middle	626	1.0	626:1	1.0	.75	.5
District Media Personnel (all 1.0 unless otherwise noted) List position titles:	District media supervisor, Computer coordinator, Book processing clerk, Film booking clerk (.75), accounts secretary, Network manager, WAN coordinator, Equipment repairer, Printer, Printer assistants (2 @.5), Driver (.2)					

Additional information: (job descriptions)

A professional media specialist serves all buildings. All media specialists have clerical and technical assistance. At the elementary level, some media specialists serve two buildings. Media specialists provide teacher preparation time in the elementary schools, and provide study hall supervision at Central Middle School.

Current job descriptions can be found online at <http://www.johnsonISD.k12.mn.us>

Facilities/Infrastructure

Checklist	Comments
Each building has a dedicated space allocated to the media program.	Yes
Each media center is adequate for multiple classes and small groups.	Yes
Each media center is well lit, well ventilated, and adequately wired.	Yes
A computer lab is in or adjacent to each media center.	Yes
Each media center is clean, well-furnished and attractively decorated.	Yes
Each media center is air-conditioned.	No
All classrooms and offices in each building have voice, data, and video networks running to them.	Yes
All teachers have telephones with voice mail in either their classrooms or departmental offices.	No
Each building has a server used for its library system and its networked CD-ROMs.	Yes
All staff and students (when the curricular need arises) have district-provided e-mail accounts.	Yes
The district provides sufficient bandwidth to the Internet through direct connections or through a caching service.	No
The district provides a webserver and gives staff the ability to house curriculum-related pages on it and that all media centers can access.	Yes
The district provides servers for forms, databases, and archived software that all media centers can access.	Yes
The district provides file storage space for staff and students that all media centers can access.	Yes
The district provides interactive video connectivity in each building that all media centers can access.	No

Additional facilities/infrastructure information:

Each building has a dedicated space allocated to the media program. In *most* buildings the space is:

- adequate for multiple classes and groups
- well-lit, well-ventilated and adequately wired
- adjacent to the building's main computer lab
- clean, well furnished with adequate storage space
- adequately air conditioned; all secondary media centers and 4 of 9 elementary media
-

Over the past four years, most media centers have been remodeled or have had computer labs added to them.

All classrooms and offices in each building have voice, data, and video networks running to them. All teachers have telephones in either their classrooms or departmental offices, and buildings are installing voice mail. Data networks (10BT) running AppleTalk, IPX, and TCP/IP protocols serve the buildings. Each building has a server used for its library catalogs and its networked CD-ROMs. All staff and students (when the curricular need arises) have district e-mail accounts.

The district has 2 T1 lines for Internet access and an additional ½ T for video connectivity. There is a district web server, as well as district servers that serve FileMaker Pro files, contain archived software and serve as back-up storage for desktop computers. There is currently one interactive video classroom in the district (at District Media Services). The district uses fiber optic lines to connect all buildings with a 100BT wide area network.

Media Center Climate	
Checklist	**Comments**
Results of student survey indicate a positive climate in all media centers.	Yes
Results of principal survey indicate a positive climate in all media centers.	Yes
Results of teacher survey indicate a positive climate in all media centers.	Some
Results of parent survey indicate a positive climate in all media centers.	Yes
Media centers are used in purposeful ways that contribute to both student learning and student well being.	Yes
Media centers are decorated with age-appropriate posters, art, and displays.	Yes
Materials with a wide range of subject matter and reading ability are readily available to stimulate individual, independent use.	Yes
Policies, procedures and rules reflect trust of and respect for students.	Yes
Media centers are available before and after school.	No
Media centers are available during the school day for small groups and individual learners.	Some
Student activity in the media centers is orderly and productive, but not overly strict.	Yes
Staff members use the media center for meetings and other activities before and after school and during the summer.	Yes

Additional information:

The survey results showed that media centers have a generally positive climate. Teachers feel they can come to the media center with questions, students feel welcome, and the media activities are orderly and purposeful. Some students commented that the media center is not always available when needed. Many respondents noted that the addition of technology in the media program has been positive.

Part One. Learning and Teaching	Minimum	Standard	Exemplary	Media specialist assessment
1.Is the program essential and fully integrated?	25-50% of classes use the media program's materials and services the equivalent of at least once each semester.	50%-100% of classes use the media program's materials and services the equivalent of at least once each semester. The media specialist is a regular member of curriculum teams. All media skills are taught through content-based projects.	50%-100% of classes use the media program's materials and services the equivalent of at least twice each semester. Information literacy skills are an articulated component of a majority of content area curricula.	Min – 1 Stand – 6 Exe - 3
2.Are the information literacy standards integral to the curriculum?	Students complete at least two resource-based projects each year that require research skills.	Students complete all resource-based projects required by state or local standards There is a clear set of media and technology benchmarks for each grade level.	Classroom projects have both content and information literacy outcomes.	Min – 0 Stand – 8 Exe - 2
3.Does the media program model and promote collaborative planning and teaching?	The media specialist has a schedule that allows meeting with teachers prior to each research unit. The media center contains a professional collection.	The media specialist has a schedule that allows meeting with teachers on a regular basis to plan resource-based projects. The media specialist is a member of grade level or team planning groups. The media specialist has defined responsibilities for teaching skills in each project.	The media specialist participates in the assessment and grading of student projects with all staff. The media specialist is viewed as a resource for authentic assessment and project-based learning.	Min – 4 Stand – 6 Exe - 0
4.Is there access to a full range of information resources and services?	The media specialist is knowledgeable about and acquires some resources in print and non-print formats. The media specialist assists students and staff in gathering data from electronic resources.	The media specialist evaluates, acquires, and promotes resources in print and non-print formats. The media specialist helps staff and students access other community resources.	The media specialist participates in resource and service sharing with other community agencies.	Min – 1 Stand – 8 Exe - 1
5.Does the media program encourage reading, viewing and listening?	The media center contains current materials of student interest in print format. The media specialist promotes materials on a regular basis.	The media center contains current materials of high student interest. There is a formal program to encourage student reading, viewing and listening.	The media program conducts activities that encourage independent reading. Activities that promote media literacy are held.	Min – 0 Stand – 5 Exe - 5

Part One. Learning and Teaching (continued)	Minimum	Standard	Exemplary	Media specialist assessment
6. Does the media program support diverse learning needs, abilities, and styles?	Research projects are individualized. Multiple formats of information are recognized as valid.	Research units have a variety of final project formats including those using graphics, sound, video or oral presentations.	Students have an individualized plan for information literacy projects. A variety of multimedia projects and presentations are the outcome of research.	Min – 6 Stand – 4 Exe - 0
7.Does the program foster individual and collaborative inquiry?	Both individual and group research projects are assigned.	Formal planning of group roles and individual tasks is a part of each project.	Research projects use and foster individual interests to spur life-long learning behaviors. Teachers and media specialists articulate personal learning goals.	Min – 6 Stand – 4 Exe -0
8. Does the program integrate the use of technology?	Research is done with aide of an automated library catalog and stand-alone CD-ROM databases. Projects are word-processed.	On-line information sources are available and used. Students use desktop publishing, multimedia construction programs, drawing, and graphing programs to complete projects. The media center has a telephone and fax machine for professional and supervised student use.	A wide variety of on-line information sources, including email and the Web, are available and used. Students use digital photography and video editing to create projects. The media program teaches discriminate use of technology for effective research and communication.	Min – 0 Stand – 8 Exe -2
9. Does the program provide a link to the larger learning community?	The school media program encourages the use of external resources in research projects. The availability and use of public and academic libraries are part of the information literacy curriculum. The media specialist assists students and staff in acquiring materials through interlibrary loan.	The availability and use of a variety of community and web-based resources are a part of the information literacy curriculum. The media specialist works with classroom teachers to make them aware of resources outside the school of value to students.	The school library is a member of the regional multitype system and participates in its activities. The media program helps facilitate school to work initiatives and other community-based learning programs.	Min – 6 Stand – 3 Exe -1

Part Two: Information Access and Delivery	Minimum	Standard	Exemplary	Media specialist assessment
10. Does the program provide intellectual access to information and ideas for learning?	The media specialist helps students and staff with basic reference and location questions.	The media specialist helps students and staff with research questions using specialized tools both inside and outside the media center. The media specialist creates subject bibliographies for staff.	The media specialist helps students and staff become critical users of information.	Min – 0 Stand – 6 Exe -4
11. Does the program provide physical access to information and resources for learning?	The library media center is a physical space within the school with student seating and shelving for materials. The materials in the media center are cataloged and circulated according to specified criteria. The media specialists selects, orders and processes new materials on a regular basis.	The media center has a variety of workspaces and tools for at least 3 classes to work researching and producing projects. The media center has spaces that support students working individually, in small groups and in classes. The collection and circulation system are automated and current.	The media specialist actively participates in building and remodeling committees. The facility is climate controlled and has an outside entrance for after hours use. The school's records are part of a larger, regional union catalog.	Min – 2 Stand – 6 Exe -2
12. Does the program provide a climate that is conducive to learning?	The media center is a safe environment with adequate lighting, ventilation and heat. The furniture is appropriate for the age of the student being served. The media specialist is enthusiastic and encourages student use of the media center and its resources.	The media center has an inviting appearance with student created works, instructional displays and informational posters. The furniture and shelving are matched and in good condition. The media center is easily accessible from all classrooms, and contains a computer lab, multi-media workstations, and a TV production facility. The media specialist conducts promotional activities to encourage student and staff use of the media center.	The media center has a variety of informal and formal student areas. The media specialist plans special displays. The media center is air-conditioned for year-round use. The media center has adequate wiring and network drops, static free carpeting, and a ceiling with noise-abating tiles. The staff workroom, administrative offices and distance-learning classroom are adjacent to the media center. The media center serves as the hub of all school information networks.	Min – 4 Stand – 5 Exe -1

Part Two: Information Access and Delivery (continued)	Minimum	Standard	Exemplary	Media specialist assessment
13. Does the program provide flexible and equitable access to learning resources?	The media center is open, staffed and available to students during all school hours all school days. Parents and community members may use the collection before and after school. The media center and its resources are handicap accessible.	The media program is flexibly scheduled so the professional services of the media specialist are available when needed by students and staff. Teacher prep time and study halls are NOT provided in the media center. The media specialist encourages the use of the media center by the public.	The media center is open and staffed extended hours (evening and weekends) for community use. A policy for resource use by the community is in place. The public is informed of the availability of the media center.	Min – 8 Stand – 2 Exe -0
14.Do the collections and resources support the school curriculum?	Materials are professionally selected using recognized review tools. There is a current* print collection of at least 10-15 print items per student, a selection of periodicals, and electronic research terminals for at least 25% of the largest class. Students have access to: • a computerized periodical index • electronic encyclopedias • a wide variety of computerized productivity programs like word processors, spreadsheets, and databases. *Current is defined as the collection having an average age of not greater than 10 years, acknowledging that some areas will need more current materials and some areas will have older materials.	There is a current print collection of at least 15-20 print items per student, electronic research terminals for at least 25%-50% of the largest class. Students have access to: • a computerized card catalog of local materials • on-line full text periodical databases • a wide variety of computerized reference tools • content area specific reference materials • videodiscs and players • full on-line access to the Internet • educational television programming • a wide range of educational computer programs Resources are specifically chosen to support curricular needs.	There is a current print collection of over 20 print items per student, electronic research terminals for over 50% of the largest class. Electronic research materials are available from all networked computers in the building. There is a written collection development policy that shows collaboration with other libraries and outside information agencies. Students have access to: • a union catalog of district holdings • access to the catalogs of public, academic and special libraries from which interlibrary loans can be made • materials to support local history studies • access to desktop video conferencing or an interactive television classroom • emerging technologies as needed	Min – 2 Stand – 8 Exe -0

Part Two: Information Access and Delivery (continued)	Minimum	Standard	Exemplary	Media specialist assessment
15. Does the program show a commitment to the right of intellectual freedom?	There is a board adopted selection/reconsideration policy. Circulation policies are consistent with the tenants of intellectual freedom and school policies. Internet access is unfiltered, but acceptable use is taught and Internet terminal use is monitored.	The collection has materials representing a diversity of opinions on controversial topics. The media specialist works with teachers and administrators to insure students' rights to information. Student data privacy is kept.	Intellectual freedom and the right to information is taught as a part of the information literacy curriculum.	Min – 0 Stand – 8 Exe -2
16. Do the policies, procedures and practices reflect legal guidelines and professional ethics?	The school has board-adopted policies on copyright and Internet / technology acceptable use.	The information literacy curriculum teaches the concepts of plagiarism, copyright, and intellectual property.	The media specialist designs and conducts workshops on ethical issues associated with information and technology use.	Min – 0 Stand – 10 Exe -0

Part Three: Program Administration	Minimum	Standard	Exemplary	Media specialist assessment
17. Does the program support the mission and goals of the school?	The media specialist actively participates in school evaluation / accreditation efforts. The library media program has a written mission statement that reflects the mission of the school.	The media specialist formally plans yearly goals with the principal and department heads. The library media annual goals reflect the school and district goals. The media specialist actively participates as a member of the media and technology committees.	The school mission and annual goals reflect the need for students to be information literate in order to become life-long learners and recognize the media program as essential in meeting those goals.	Min – 0 Stand – 10 Exe -0
18. Is there adequate professional staffing in each building?	There is at least one fully licensed full-time media professional serving each district. There is at least one fully licensed full-time media professional serving at least one half day in each school in the district. The media center is kept open with clerical help during the remainder of school hours.	There is a minimum of one licensed full time media professional in each school. The principal appraises the performance of the media specialist using tools specific to the profession. There is a current job description for the media professional.	There is one full time media specialist for each 500 students in each building. The media specialist is active in professional organization activities and participates in a wide range of school activities.	Min – 4 Stand – 6 Exe -0
19. Is there adequate support staff for each building?	The media specialist has part-time clerical and technical support.	The building has sufficient clerical and technical staff to allow the professional media staff to work with teachers and students. The media professional supervises the support staff. There are current job descriptions for all support staff.	When justified by school size and program, there is: • one full time technician in each building • a media professional who supervises media production. • a district-level supervisor and support staff that assist with planning, budgeting, assessment, and materials processing.	Min – 7 Stand – 2 Exe -1

Part Three: Program Administration (continued)	Minimum	Standard	Exemplary	Media specialist assessment
20. Does the program have on-going administrative support?	The principal and media specialist informally plan the media program goals and budget each year.	A formal goal-setting and budgeting procedure is completed by the media specialist and building principal. The media program and media specialist are evaluated each year using the accomplishment of the goals as a criteria.	An advisory committee with parents, teachers, students and community members helps establish media center goals. A formal process is in place to report back to that group the accomplishment of those goals on a regular basis.	Min – 0 Stand – 10 Exe -0
21. Is there a long-range, strategic plan for the program?	The media specialist, principal and department chairs collaboratively create and update long-range development plans for the media program. The district's strategic plan reflects the mission and role of the library media program.	An advisory committee with parents, teachers, students and community members helps create long-range media plans.	Long-range media plans are shared with the community through public relation channels.	Min – 0 Stand – 8 Exe -2
22. Is there an on-going assessment of the program in place?	The media specialist collects and reports basic circulation and collection size and age data.	There is a means of assessing the adequacy of the program and collection through surveys done at the completion of each research unit. Annual goals and long-range plans are based on collected data. All new initiatives involving media and technology have an evaluation component.	There is an effort to analyze the contributions of the media program to overall student performance in the school. Reporting of students meeting standards on identified information literacy and technology benchmarks are reported to parents and the community. The media specialist and school participate in formal studies conducted by state and academic researchers.	Min – 0 Stand – 2 Exe -8

Part Three: Program Administration (continued)	Minimum	Standard	Exemplary	Media specialist assessment
23. Does the program have adequate funding?	The program has a written budget sufficient to keep the media program at a minimal level of service.	The media specialist yearly submits a budget itemizing suggested levels of spending for collection maintenance and growth, subscription fees, supplies and other resources. The media specialist keeps detailed records of how funds were spent each year.	The media specialist actively participates in school budgeting decision-making committees. The media specialist uses a variety of methods for obtaining resources including cooperative purchasing, grant writing and partnering.	Min – 0 Stand – 8 Exe -2
24. Do the media specialist and support-staff receive adequate staff development opportunities?	The media specialist and support staff receive training on resources and materials purchased for the media program. The media specialist offers classes to the staff on information resources and skills and technology integration.	The media specialist attends conferences and workshops on new resources, state graduation rule updates, and information literacy curricula. There is a budget for staff development for the media specialist.	The media specialist is a leader on the staff development committee and assists in planning and implementing staff development opportunities for all school staff.	Min – 2 Stand – 7 Exe -1
25. Are the mission, goals, functions, and impact of the library program clearly communicated?	The media specialist reports annually to the principal on the library media program.	The media specialist communicates on a regular basis with school staff at meetings, through newsletters, and through programs in the media center.	The media specialist communicates regularly with parents and the community through newsletters, web pages, parent-teacher organization presentations, service organization presentations, and notification of the local media of special events.	Min – 0 Stand – 5 Exe -5
26. Are the human, financial, and physical resources of the program effectively managed?	The media specialist oversees all aspects of the daily operation of the media center including scheduling classes, inventorying materials, and maintaining budgets.	The media specialist supervises support staff and works with custodial staff on maintenance issues. The media specialist participates in the evaluation of support staff.	The school media specialist actively participates on the building management team.	Min – 2 Stand – 4 Exe -4

Survey responses: Teachers

Responses are on a scale of 1-5 with 5 being the most positive.

Topic		Elementary	Middle	High School
	Number of responses	66	35	26
1. Organization/ Input		3.6	3.7	4.0
2. Communications		4.0	3.0	4.0
3. Budget		3.1	3.3	3.3
4. Selection		4.1	3.1	4.3
5. Organization and access		4.1	3.8	4.4
6. Importance in educational process		4.2	3.7	4.4
7. Availability		3.8	3.6	3.9
8. Individual attention		4.4	4.2	4.7
9 Staffing		3.2	3.5	4.1
10. Climate		4.3	3.2	4.7
11. Learning climate		4.2	3.8	4.3
12. Technology use		4.2	3.8	4.3

Best characteristics (from survey):

Facility (3)
Technology (3)
Staff (18) (competent, friendly, helpful , well organized, knowledgeable, informed, willing to help and add requested resources etc.)
Materials (4)
Media/computer curriculum (2) "Our specialist works hard at integrating grade level needs into the program."
Availability (2)

"Staff is great." "Our media specialist!"
"The students have been well trained to use all aspects of the library."

Improvements needed (from survey):

"They are too busy going from one school to another."
More time for communications with media specialist and by media specialist. (3)
"Full time media specialist" (9) "not one that is mentally in two places at once."
More up-to-date equipment. (5) More up to date books. More books in specific areas (2) Speed up Internet.
More computer lab time. (2) More computer lab aide time.
Media person should not be assigned study halls.
Need full time technician.
Better communication with staff.
"Evolving to stay current"
Ability for small groups to do research.
Improved district communication system regarding the technology curriculum, goals and direction.
More space (3).

Other comments (from survey):

We need to keep up with new technology and ideas.
Keep the Internet access.
"Our media specialist has been full of ideas for change, progress, and improvement as well as leading us in the computer area, but our district has cut her time with us so much progress will not be made."
"Very supportive teacher and aide."
"Since the introduction of technology into our program, we have less time from our computer aide and media person in school. Why? I do not feel comfortable asking for help this year. She is on overload!"
"Media specialist is needed to teach children about literature and love of books – which ours does in an excellent fashion. Not spent valuable time with students on technology. Get a tech teacher."
Our media center is an invaluable learning are for our students. Staff is very accommodating.

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Survey responses: Principals

Responses are on a scale of 1-5 with 5 being the most positive.

Topic		Elementary	Middle	High School
	Number of responses	7	1	3
1. Organization/ Input		4.8	5	4
2. Communications		4.6	5	3.5
3. Budget		3.0	1	3.7
4. Selection		4.6	1	3.7
5. Organization and access		4.3	4	4.3
6. Importance in educational process		4.3	2	3.0
7. Availability		4.5	4	4.3
8. Individual attention		4.8	4	4.7
9.Staffing		3.3	2	4.3
10. Climate		5.0	2	4.7
11. Learning climate		4.8	4	4.7
12. Technology use		4.8	5	4.0

Best characteristics (from survey):

Excellent staff. (5) "Commitment to student learning" "willing to grow and change" "excellent media clerk"
Remodeled facility
Lab next to media center
Good collections
Strong use of technology. (2)
Work to integrate media with classrooms.
Resource to the building, help for teachers (2)

Improvements needed (from survey):

Better communication with the staff.
Need for full time media specialist or flexible scheduling. (6)
Aide needs more tech training.
Updated computers.
Bigger budget
Additional help to support technology.
More software for curriculum support
Better facility

Other comments (from survey):

Our media center has made great strides in the past two years.
It has been important to us to have someone who really knows technology, can help others and is current.
Flexible scheduling is not a philosophical problem, but a money problem.
Would like media classes that were not simply prep time, but integrated into the school day.

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Survey responses: Students

Responses are on a scale of 1-5 with 5 being the most positive.

Topic		Elementary	Middle	High School
	Number of responses	210	48	42
1. Organization/ Input		3.6	3.3	3.1
2. Communications		4.2	2.8	2.7
3. Budget		4.1	4	3.7
4. Selection		4.1	3.8	3.9
5. Organization and access		3.9	3.7	3.5
6. Importance in educational process		4.2	3.7	3.6
7. Availability		3.4	3.3	3.4
8. Individual attention		4.3	4	3.6
9.Staffing		3.8	3	3.2
10. Climate		4.4	3.5	3.5
11. Learning climate		4.1	4	4.0
12. Technology use		3.9	3.5	3.9

Best characteristics (from survey):

Furnishings and facilities (5) Couches, air-conditioning
Computers (15)
Internet/e-mail access (4)
Books (5)
Staff (4) "The smiles." "The help."
It's so quiet. You can get work done. (4)
"I get out of study hall."
"We can stay after school and use it."
"It's a good place to study."

Improvements needed (from survey):

Increased access (5)
More/better computers (6)
Reliable/faster Internet (2)
More resource books (on specific topics) (6)
Nicer lab supervisors (3)
Less restriction on using Internet for non-school (but appropriate) purposes.
More relaxing and friendlier atmosphere
"Sometimes this one lady is really crabby" – friendlier librarians

Other comments (from survey):

"I like Mrs. XXX. She is nice most of the time."
"Good job!"
"The workers in the computer lab are untrustworthy and other times rude. Their ornery ways make it difficult to get any work done."
"Some books are outdated. I need current books for factual evidence."
"Don't use media center much." "Don't use the media center unless I have to."
"The staff is very friendly, knowledgeable and helpful."
"We need to remember to be good, not push, and listen to the library lady."
"You are nice!"
"They have a good librarian."

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Survey responses: Parents

Responses are on a scale of 1-5 with 5 being the most positive.

Topic		Elementary	Middle	High School
	Number of responses	39	5	8
1. Organization/ Input		3.3	3.6	4.1
2. Communications		2.8	3.4	2.9
3. Budget		3.6	4.2	3.5
4. Selection		3.9	4.4	4.3
5. Organization and access		4.1	4.4	4.4
6. Importance in educational process		4.2	4.6	4.0
7. Availability		4.0	4.2	2.8
8. Individual attention		4.0	4	4.4
9.Staffing		4.1	4	3.6
10. Climate		4.2	3.6	4.8
11. Learning climate		4.2	4.4	4.6
12. Technology use		4.2	4.6	4.3

Best characteristics (from survey):

Large amount of computer and Internet access. Technology. (5)
Variety of offerings.
Quality of staff. (4) "Great" "Helpful"
Materials. (2) "Current"
Facility.

Improvements needed (from survey):

More congenial staff.
More funding for technology and resources. (3)
Expand access.
More computers (DOS compatible) (2)
Computer classes should use DOS compatible equipment.
More books.
More space.
Computer center integrated.
I am very pleased with the materials in the media center and extremely impressed with the media personnel.

Other comments (from survey):

"I am very impressesd with the welcome feeling one gets from workers in the media center."
"I wish students would use time more on exploration than on games."
"A very pleasant place to be."

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Summary of program strengths

1. The media program offers a wide variety of materials. The budgets allow schools to keep their collections complete and current.
2. The media staff throughout the district is supportive and communicates well with each other. There are a variety of strengths in the staff, and members are willing to share their expertise. The monthly meetings have helped create an improved program through regular inservice opportunities.
3. The media program is working to support the state graduation requirements.
4. There is a vision of what we want to become and are willing to keep working to meet that vision. Planning efforts seem to be effective.
5. During the school day, the media centers are generally accessible to staff and students.
6. Technology is integrated into the media program. We have taken advantage of new and emerging technologies like the Internet. Students, staff and parents see the technology as a positive part of the media program. Widespread email and Internet access has improved communications and access to resources in the schools. We hold students responsible for their own on-line behaviors after teaching acceptable use.
7. The climate of the media centers is positive. Surveys indicate that the staff is welcoming and creates a comfortable climate.
8. The facilities and infrastructure support the instructional program.
9. The media program sees staff development as one of its most important roles.

Summary of program weaknesses

1. In grades K-6, scheduled classes taught by media specialists to provide teacher preparation time prevent media and technology skills from being fully implemented into the content areas and taught in a manner that best meets the needs of students and staff. This arrangement severely limits the accessibility to the media center, the media specialist, and resources for students and staff. Teachers have requested additional time for collaboration with the media specialist.
2. For media specialists serving two buildings, collaboration time is especially difficult for teachers to schedule. Staff support and student contact is severely limited when the media specialist is not in the building.
3. Study halls meet in the middle school media center that are supervised by the media specialist. This makes the media center unavailable for flexible student use 25% of the instructional day.
4. There is an inadequate amount of building level technical support staff. The growth of technology has not been accompanied by an increase in technical support staff. The district's technicians support 5 to 10 times as many computers as are recommended in business settings. Technology is heavily used and is not replaced on a schedule that keeps repairs from being of minimal concern.
5. Communication efforts with parents and the community need improvement. Parents indicate they are not aware of the media program's resources, activities, and curriculum. The limited hours of the media center availability make parental access difficult. A publicly accessible union catalog of materials needs to be created and made available, and hours of physical access to the media centers by the public need to be increased. Increasingly, we need to be looking at the media/technology program as a community resource.
6. Job descriptions for the media specialists, media clerks and computer lab aides are not current. There is no evaluation process for support staff that includes input from the media specialist. Inservices for building support staff are not available.

Recommendations

Staffing and Personnel

1. Examine staffing across the district to identify funding for full-time staff in every school in order to implement the vision for a dynamic media and technology program.
2. Principals need to initiate efforts to address the professional staffing shortcoming and identify strategies for resolving the issue and moving the program forward to realize the vision set for it.
3. Extend contracts for media professionals to provide for added days for collection maintenance, selection, and other program management duties.
4. Aggressively pursue volunteer assistance to relieve support staff of clerical tasks so that they can be assigned to higher level duties.
5. Improve the continuity by matching principal assignments with media assignments in part-time situations and eliminate the sharing of part-time positions by more than one professional.
6. Review and revise job descriptions for support staff in media centers and upgrade expectations to include basic trouble-shooting and technology support.
7. Incorporate technology advocacy and support into professional performance appraisal of media specialists.
8. Promote the role of the building level media specialist in taking initiative to provide staff development within buildings.

Elementary Curriculum

9. Begin to work toward flexible scheduling by
    a. Providing in-service to teachers to develop understanding of about how a flexible schedule of instruction could work.
    b. Seeking out teachers who are willing to voluntarily field test a flexible schedule model.
    c. Determining how to ensure that all students access the library media center regularly – for example, scheduling 15 minutes classes each week.
    d. Analyzing the elementary curriculum to map where information literacy skills can be integrated to ensure that all students have essential instruction.
    e. Identifying alternative means for providing teachers with release time, e.g. expanding music programs or adding foreign language instruction at the elementary level.
10. Review benchmarks for complexity, variety of technology used, consistency of integration from teacher to teacher, and equity of student instruction.

Lack of access

11. Identify another space for study hall and employ a non-certified staff member to supervise at the middle school.

Secondary Curriculum

12. Expand information literacy curriculum beyond grade eight.
13. Set principal expectations for secondary teachers and media professionals to co-plan and teach.
14. Provide in-service for secondary teachers on information searching.

Technical support

15. Increase technical support staff to reduce the ratio from one technician per 200 computers, set as a goal a ratio of 1:100. (Note that industry standard is 1:60)

Tools for:

What gets measured gets done: a school library media and technology program self-study workbook

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Parents Survey Questions

1. I have a means of helping determine what activities, policies and materials are a part of the library media program.

Strongly Disagree	Disagree	Neither	Agree	Strongly agree
1	2	3	4	5

2. The media specialist regularly communicates with parents about programming and resources using a variety of methods.

Strongly Disagree	Disagree	Neither	Agree	Strongly agree
1	2	3	4	5

3. The collection of books, audio-visual materials, computer software, and equipment is adequate to meet my child's needs.

Strongly Disagree	Disagree	Neither	Agree	Strongly agree
1	2	3	4	5

4. Resources for the media center are carefully chosen to reflect curriculum and student needs, and the resources are of high quality.

Strongly Disagree	Disagree	Neither	Agree	Strongly agree
1	2	3	4	5

5. The resources in the media center are easy to locate, readily accessible, well maintained, and up-to-date.

Strongly Disagree	Disagree	Neither	Agree	Strongly agree
1	2	3	4	5

6. The skills being taught in the media center are important and are an integrated part of the total school program.

Strongly Disagree	Disagree	Neither	Agree	Strongly agree
1	2	3	4	5

7. The media center is adequately available for my use and my child's use.

Strongly Disagree	Disagree	Neither	Agree	Strongly agree
1	2	3	4	5

8. The media specialist provides help and answers questions when my child or I request.

Strongly Disagree	Disagree	Neither	Agree	Strongly agree
1	2	3	4	5

9. The media center is staffed so that its resources can be fully utilized by my child or me.

Strongly Disagree	Disagree	Neither	Agree	Strongly agree
1	2	3	4	5

10. My child and I feel welcome and comfortable in the media center.

Strongly Disagree	Disagree	Neither	Agree	Strongly agree
1	2	3	4	5

11. The media center is orderly and purposeful allowing my child to accomplish his learning tasks.

Strongly Disagree	Disagree	Neither	Agree	Strongly agree
1	2	3	4	5

12. Technology is being taught and used in the media center to improve student access to information.

Strongly Disagree	Disagree	Neither	Agree	Strongly agree
1	2	3	4	5

13. Please list the best characteristic(s) of your school's library media program:

14. Please list the way(s) the library media program could be improved to better serve you and your students.

15. Other comments or observations.

Please return this completed form to your media specialist by _____.

Thanks for your help.

Name:

Building:

Survey responses: Parents Responses are on a scale of 1-5 with 5 being the most positive.				
Topic		**Elementary**	**Middle**	**High School**
	Number of responses			
1. Organization/ Input				
2. Communications				
3. Budget				
4. Selection				
5. Organization and access				
6. Importance in educational process				
7. Availability				
8. Individual attention				
9.Staffing				
10. Climate				
11. Learning climate				
12. Technology use				

Best characteristics (from survey):

Improvements needed (from survey):

Other comments (from survey):

Principal Survey Questions

1. I have a means of helping determine what activities, policies and materials are a part of the library media program.

Strongly Disagree	Disagree	Neither	Agree	Strongly agree
1	2	3	4	5

2. The media specialist regularly communicates with the staff about programming and resources using a variety of methods.

Strongly Disagree	Disagree	Neither	Agree	Strongly agree
1	2	3	4	5

3. The media budget for books, audio-visual materials, computer software, and equipment is adequate to meet the school's needs.

Strongly Disagree	Disagree	Neither	Agree	Strongly agree
1	2	3	4	5

4. Resources for the media center are carefully chosen to reflect curriculum and student needs, and the resources are of high quality.

Strongly Disagree	Disagree	Neither	Agree	Strongly agree
1	2	3	4	5

5. The resources in the media center are easy to locate, readily accessible, well maintained, and up-to-date.

Strongly Disagree	Disagree	Neither	Agree	Strongly agree
1	2	3	4	5

6. The media center curriculum plays an important part in the total educational program at the school.

Strongly Disagree	Disagree	Neither	Agree	Strongly agree
1	2	3	4	5

7. The media center is adequately available for my use, whole class use, and individual or small group student use.

Strongly Disagree	Disagree	Neither	Agree	Strongly agree
1	2	3	4	5

8. The media specialist provides help to me on an individual basis.

Strongly Disagree	Disagree	Neither	Agree	Strongly agree
1	2	3	4	5

9. The media center is staffed so that its resources can be fully utilized.

Strongly Disagree	Disagree	Neither	Agree	Strongly agree
1	2	3	4	5

10. The media staff create a welcoming and comfortable climate in the media center.

Strongly Disagree	Disagree	Neither	Agree	Strongly agree
1	2	3	4	5

11. The learning climate in the media center is orderly and purposeful.

Strongly Disagree	Disagree	Neither	Agree	Strongly agree
1	2	3	4	5

12. Technology is being taught and used in the media center to improve student access to information.

Strongly Disagree	Disagree	Neither	Agree	Strongly agree
1	2	3	4	5

13. Please list the best characteristic(s) of your school's library media program

14. Please list the way(s) the library media program could be improved to better serve you and your students.

15. Other comments or observations.

Please return this completed form to your media specialist by _____.

Thanks for your help.

Building:

Survey responses: Principals Responses are on a scale of 1-5 with 5 being the most positive.				
Topic		**Elementary**	**Middle**	**High School**
	Total responses	Average score	Average score	Average score
1. Organization/ Input				
2. Communications				
3. Budget				
4. Selection				
5. Organization and access				
6. Importance in educational process				
7. Availability				
8. Individual attention				
9.Staffing				
10. Climate				
11. Learning climate				
12. Technology use				

Best characteristics (from survey):

Improvements needed (from survey):

Other comments (from survey):

Survey responses: Students Responses are on a scale of 1-5 with 5 being the most positive.				
Topic		**Elementary**	**Middle**	**High School**
	Total responses	Average score	Average score	Average score
1. Organization/ Input				
2. Communications				
3. Budget				
4. Selection				
5. Organization and access				
6. Importance in educational process				
7. Availability				
8. Individual attention				
9.Staffing				
10. Climate				
11. Learning climate				
12. Technology use				

Best characteristics (from survey):

Improvements needed (from survey):

Other comments (from survey):

Survey responses: Teachers Responses are on a scale of 1-5 with 5 being the most positive.				
Topic		**Elementary**	**Middle**	**High School**
	Total responses	Average score	Average score	Average score
1. Organization/ Input				
2. Communications				
3. Budget				
4. Selection				
5. Organization and access				
6. Importance in educational process				
7. Availability				
8. Individual attention				
9.Staffing				
10. Climate				
11. Learning climate				
12. Technology use				

Best characteristics (from survey):

Improvements needed (from survey):

Other comments (from survey):

Part One. Learning and Teaching	Minimum	Standard	Exemplary	Comments/ Actions needed
1.Is the program essential and fully integrated?	25-50% of classes use the media program's materials and services the equivalent of at least once each semester.	50%-100% of classes use the media program's materials and services the equivalent of at least once each semester. The media specialist is a regular member of curriculum teams. All media skills are taught through content-based projects.	50%-100% of classes use the media program's materials and services the equivalent of at least twice each semester. Information literacy skills are an articulated component of a majority of content area curricula.	
2.Are the information literacy standards integral to the curriculum?	Students complete at least two resource-based projects each year that require research skills.	Students complete all resource-based projects required by state or local standards There is a clear set of media and technology benchmarks for each grade level.	Classroom projects have both content and information literacy outcomes.	
3.Does the media program model and promote collaborative planning and teaching?	The media specialist has a schedule that allows meeting with teachers prior to each research unit. The media center contains a professional collection.	The media specialist has a schedule that allows meeting with teachers on a regular basis to plan resource-based projects. The media specialist is a member of grade level or team planning groups. The media specialist has defined responsibilities for teaching skills in each project.	The media specialist participates in the assessment and grading of student projects with all staff. The media specialist is viewed as a resource for authentic assessment and project-based learning.	
4.Is there access to a full range of information resources and services?	The media specialist is knowledgeable about and acquires some resources in print and non-print formats. The media specialist assists students and staff in gathering data from electronic resources.	The media specialist evaluates, acquires, and promotes resources in print and non-print formats. The media specialist helps staff and students access other community resources.	The media specialist participates in resource and service sharing with other community agencies.	
5.Does the media program encourage reading, viewing and listening?	The media center contains current materials of student interest in print format. The media specialist promotes materials on a regular basis.	The media center contains current materials of high student interest. There is a formal program to encourage student reading, viewing and listening.	The media program conducts activities that encourage independent reading. Activities that promote media literacy are held.	

Part One. Learning and Teaching (continued)	Minimum	Standard	Exemplary	Comments/ Actions needed
6. Does the media program support diverse learning needs, abilities, and styles?	Research projects are individualized. Multiple formats of information are recognized as valid.	Research units have a variety of final project formats including those using graphics, sound, video or oral presentations.	Students have an individualized plan for information literacy projects. A variety of multimedia projects and presentations are the outcome of research.	
7.Does the program foster individual and collaborative inquiry?	Both individual and group research projects are assigned.	Formal planning of group roles and individual tasks is a part of each project.	Research projects use and foster individual interests to spur life-long learning behaviors. Teachers and media specialists articulate personal learning goals.	
8. Does the program integrate the use of technology?	Research is done with aide of an automated library catalog and stand-alone CD-ROM databases. Projects are word-processed.	On-line information sources are available and used. Students use desktop publishing, multimedia construction programs, drawing, and graphing programs to complete projects. The media center has a telephone and fax machine for professional and supervised student use.	A wide variety of on-line information sources, including email and the Web, are available and used. Students use digital photography and video editing to create projects. The media program teaches discriminate use of technology for effective research and communication.	
9. Does the program provide a link to the larger learning community?	The school media program encourages the use of external resources in research projects. The availability and use of public and academic libraries are part of the information literacy curriculum. The media specialist assists students and staff in acquiring materials through interlibrary loan.	The availability and use of a variety of community and web-based resources are a part of the information literacy curriculum. The media specialist works with classroom teachers to make them aware of resources outside the school of value to students.	The school library is a member of the regional multitype system and participates in its activities. The media program helps facilitate school to work initiatives and other community-based learning programs.	

Part Two: Information Access and Delivery	Minimum	Standard	Exemplary	Comments/ Actions needed
10. Does the program provide intellectual access to information and ideas for learning?	The media specialist helps students and staff with basic reference and location questions.	The media specialist helps students and staff with research questions using specialized tools both inside and outside the media center. The media specialist creates subject bibliographies for staff.	The media specialist helps students and staff become critical users of information.	
11. Does the program provide physical access to information and resources for learning?	The library media center is a physical space within the school with student seating and shelving for materials. The materials in the media center are cataloged and circulated according to specified criteria. The media specialists selects, orders and processes new materials on a regular basis.	The media center has a variety of workspaces and tools for at least 3 classes to work researching and producing projects. The media center has spaces that support students working individually, in small groups and in classes. The collection and circulation system are automated and current.	The media specialist actively participates in building and remodeling committees. The facility is climate controlled and has an outside entrance for after hours use. The school's records are part of a larger, regional union catalog.	
12. Does the program provide a climate that is conducive to learning?	The media center is a safe environment with adequate lighting, ventilation and heat. The furniture is appropriate for the age of the student being served. The media specialist is enthusiastic and encourages student use of the media center and its resources.	The media center has an inviting appearance with student created works, instructional displays and informational posters. The furniture and shelving are matched and in good condition. The media center is easily accessible from all classrooms, and contains a computer lab, multi-media workstations, and a TV production facility. The media specialist conducts promotional activities to encourage student and staff use of the media center.	The media center has a variety of informal and formal student areas. The media specialist plans special displays. The media center is air-conditioned for year-round use. The media center has adequate wiring and network drops, static free carpeting, and a ceiling with noise-abating tiles. The staff workroom, administrative offices and distance-learning classroom are adjacent to the media center. The media center serves as the hub of all school information networks.	

Part Two: Information Access and Delivery (continued)	Minimum	Standard	Exemplary	Comments/ Actions needed
13. Does the program provide flexible and equitable access to learning resources?	The media center is open, staffed and available to students during all school hours all school days. Parents and community members may use the collection before and after school. The media center and its resources are handicap accessible.	The media program is flexibly scheduled so the professional services of the media specialist are available when needed by students and staff. Teacher prep time and study halls are NOT provided in the media center. The media specialist encourages the use of the media center by the public.	The media center is open and staffed extended hours (evening and weekends) for community use. A policy for resource use by the community is in place. The public is informed of the availability of the media center.	
14.Do the collections and resources support the school curriculum?	Materials are professionally selected using recognized review tools. There is a current* print collection of at least 10-15 print items per student, a selection of periodicals, and electronic research terminals for at least 25% of the largest class. Students have access to: • a computerized periodical index • electronic encyclopedias • a wide variety of computerized productivity programs like word processors, spreadsheets, and databases. *Current is defined as the collection having an average age of not greater than 10 years, acknowledging that some areas will need more current materials and some areas will have older materials.	There is a current print collection of at least 15-20 print items per student, electronic research terminals for at least 25%-50% of the largest class. Students have access to: • a computerized card catalog of local materials • on-line full text periodical databases • a wide variety of computerized reference tools • content area specific reference materials • videodiscs and players • full on-line access to the Internet • educational television programming • a wide range of educational computer programs Resources are specifically chosen to support curricular needs.	There is a current print collection of over 20 print items per student, electronic research terminals for over 50% of the largest class. Electronic research materials are available from all networked computers in the building. There is a written collection development policy that shows collaboration with other libraries and outside information agencies. Students have access to: • a union catalog of district holdings • access to the catalogs of public, academic and special libraries from which interlibrary loans can be made • materials to support local history studies • access to desktop video conferencing or an interactive television classroom • emerging technologies as needed	

Part Two: Information Access and Delivery (continued)	Minimum	Standard	Exemplary	Comments/ Actions needed
15. Does the program show a commitment to the right of intellectual freedom?	There is a board adopted selection/reconsideration policy. Circulation policies are consistent with the tenants of intellectual freedom and school policies. Internet access is unfiltered, but acceptable use is taught and Internet terminal use is monitored.	The collection has materials representing a diversity of opinions on controversial topics. The media specialist works with teachers and administrators to insure students' rights to information. Student data privacy is kept.	Intellectual freedom and the right to information is taught as a part of the information literacy curriculum.	
16. Do the policies, procedures and practices reflect legal guidelines and professional ethics?	The school has board-adopted policies on copyright and Internet / technology acceptable use.	The information literacy curriculum teaches the concepts of plagiarism, copyright, and intellectual property.	The media specialist designs and conducts workshops on ethical issues associated with information and technology use.	

Part Three: Program Administration	Minimum	Standard	Exemplary	Comments/ Actions needed
17. Does the program support the mission and goals of the school?	The media specialist actively participates in school evaluation / accreditation efforts. The library media program has a written mission statement that reflects the mission of the school.	The media specialist formally plans yearly goals with the principal and department heads. The library media annual goals reflect the school and district goals. The media specialist actively participates as a member of the media and technology committees.	The school mission and annual goals reflect the need for students to be information literate in order to become life-long learners and recognize the media program as essential in meeting those goals.	
18. Is there adequate professional staffing in each building?	There is at least one fully licensed full-time media professional serving each district. There is at least one fully licensed full-time media professional serving at least one half day in each school in the district. The media center is kept open with clerical help during the remainder of school hours.	There is a minimum of one licensed full time media professional in each school. The principal appraises the performance of the media specialist using tools specific to the profession. There is a current job description for the media professional.	There is one full time media specialist for each 500 students in each building. The media specialist is active in professional organization activities and participates in a wide range of school activities.	
19. Is there adequate support staff for each building?	The media specialist has part-time clerical and technical support.	The building has sufficient clerical and technical staff to allow the professional media staff to work with teachers and students. The media professional supervises the support staff. There are current job descriptions for all support staff.	When justified by school size and program, there is: • one full time technician in each building • a media professional who supervises media production, • a district-level supervisor and support staff that assist with planning, budgeting, assessment, and materials processing.	

Part Three: Program Administration (continued)	Minimum	Standard	Exemplary	Comments/ Actions needed
20. Does the program have on-going administrative support?	The principal and media specialist informally plan the media program goals and budget each year.	A formal goal-setting and budgeting procedure is completed by the media specialist and building principal. The media program and media specialist are evaluated each year using the accomplishment of the goals as a criteria.	An advisory committee with parents, teachers, students and community members helps establish media center goals. A formal process is in place to report back to that group the accomplishment of those goals on a regular basis.	
21. Is there a long-range, strategic plan for the program?	The media specialist, principal and department chairs collaboratively create and update long-range development plans for the media program. The district's strategic plan reflects the mission and role of the library media program.	An advisory committee with parents, teachers, students and community members helps create long-range media plans.	Long-range media plans are shared with the community through public relation channels.	
22. Is there an on-going assessment of the program in place?	The media specialist collects and reports basic circulation and collection size and age data.	There is a means of assessing the adequacy of the program and collection through surveys done at the completion of each research unit. Annual goals and long-range plans are based on collected data. All new initiatives involving media and technology have an evaluation component.	There is an effort to analyze the contributions of the media program to overall student performance in the school. Reporting of students meeting standards on identified information literacy and technology benchmarks are reported to parents and the community. The media specialist and school participate in formal studies conducted by state and academic researchers.	

Part Three: Program Administration (continued)	Minimum	Standard	Exemplary	Comments/ Actions needed
23. Does the program have adequate funding?	The program has a written budget sufficient to keep the media program at a minimal level of service.	The media specialist yearly submits a budget itemizing suggested levels of spending for collection maintenance and growth, subscription fees, supplies and other resources. The media specialist keeps detailed records of how funds were spent each year.	The media specialist actively participates in school budgeting decision-making committees. The media specialist uses a variety of methods for obtaining resources including cooperative purchasing, grant writing and partnering.	
24. Do the media specialist and support-staff receive adequate staff development opportunities?	The media specialist and support staff receive training on resources and materials purchased for the media program. The media specialist offers classes to the staff on information resources and skills and technology integration.	The media specialist attends conferences and workshops on new resources, state graduation rule updates, and information literacy curricula. There is a budget for staff development for the media specialist.	The media specialist is a leader on the staff development committee and assists in planning and implementing staff development opportunities for all school staff.	
25. Are the mission, goals, functions, and impact of the library program clearly communicated?	The media specialist reports annually to the principal on the library media program.	The media specialist communicates on a regular basis with school staff at meetings, through newsletters, and through programs in the media center.	The media specialist communicates regularly with parents and the community through newsletters, web pages, parent-teacher organization presentations, service organization presentations, and notification of the local media of special events.	
26. Are the human, financial, and physical resources of the program effectively managed?	The media specialist oversees all aspects of the daily operation of the media center including scheduling classes, inventorying materials, and maintaining budgets.	The media specialist supervises support staff and works with custodial staff on maintenance issues. The media specialist participates in the evaluation of support staff.	The school media specialist actively participates on the building management team.	

Inventory templates

Budget

Name of building	Student population	Size of AV and print collection	Material replacement budget	Material growth budget	Periodicals budget	Online resources budget	Software budget	License, support and supplies budget	Total of current year's budget
School 1									
School 2									
School 3									
School 4									
School 5									
School 6									
School 7									
School 8									
School 9									
School 10									

Additional information

Funding formula and division of building/district funding:

District collections and resources:

Other:

Resource selection, organization, maintenance, and adequacy					
School	**Enrollment**	**Print Collection**	**Magazine titles**	**Audio-visual**	**Computer software**
School 1					
School 2					
School 3					
School 4					
School 5					
School 6					
School 7					
Total elementary					
School 8					
School 9					
School 10					
Total secondary					
District					

Additional information
Selection/reconsideration policy?
Print resources
Audio-visual
Software

Computer hardware

School	Students	Professional Staff	Staff Computers	Staff/Computer Ratio	Student Computers	Student/ computer Ratio	Scanners, digital still and video cameras	LCD Projectors	File Servers	Laser Printers
School 1										
School 2										
School 3										
School 4										
School 5										
School 6										
School 7										
Total elementary										
School 8										
School 9										
School 10										
Total secondary										

Additional information

Video and voice hardware

School	Classrooms/ Instructional areas	Televisions	VCRs	Classroom to TV/VCR ratio	Cable Drops	Analog camcorders	Interactive TV equipment	Telephones	Voice Mail
	Quantity	*Quantity*	*Quantity*	*Ratio*	*Percent*	*Quantity*	*Yes/No*	*Percent*	*Yes/No*
School 1									
School 2									
School 3									
School 4									
School 5									
School 6									
School 7									
Total elementary									
School 8									
School 9									
School 10									
Total secondary									

Additional information

Staffing

School	Enrollment	Professional Staff	Student to Professional staff ration	Clerical Staff	Computer lab aide	Technical Staff
School 1						
School 2						
School 3						
School 4						
School 5						
School 6						
School 7						
Total elementary						
School 8						
School 9						
School 10						
Total secondary						
District Media Personnel (all 1.0 unless otherwise noted) List position titles:						
Total district						

Additional information: (job descriptions)

Miscellaneous checklists

Facilities/Infrastructure	
Checklist	**Comments**
Each building has a dedicated space allocated to the media program.	
Each media center is adequate for multiple classes and small groups.	
Each media center is well lit, well ventilated, and adequately wired.	
A computer lab is in or adjacent to each media center.	
Each media center is clean, well-furnished and attractively decorated.	
Each media center is air-conditioned.	
All classrooms and offices in each building have voice, data, and video networks running to them.	
All teachers have telephones with voice mail in either their classrooms or departmental offices.	
Each building has a server used for its library system and its networked CD-ROMs.	
All staff and students (when the curricular need arises) have district-provided e-mail accounts.	
The district provides sufficient bandwidth to the Internet through direct connections or through a caching service.	
The district provides a webserver and gives staff the ability to house curriculum-related pages on it and that all media centers can access.	
The district provides servers for forms, databases, and archived software that all media centers can access.	
The district provides file storage space for staff and students that all media centers can access.	
The district provides interactive video connectivity in each building that all media centers can access.	

Additional information:

Curriculum	
Checklist	**Comments**
The library media program has a written curriculum.	
The curriculum addresses reading skills.	
The curriculum addresses research skills.	
The curriculum addresses technology skills.	
Benchmark skill levels are articulated for each grade level.	
Student progress on skills are reported to parents.	
Skills are taught as part of an information literacy process.	
Projects are integrated into the classroom curriculum.	
The curriculum meets state requirements.	
The curriculum is revised on a regular basis.	
If not complete, there is a timeline for writing and implementing library media curriculum.	
At the secondary level, there is a written document that outlines major content area units that use library media resources and information literacy skills taught within those units.	

Additional information:

Media Center Climate

Checklist	Comments
Results of student survey indicate a positive climate in all media centers.	
Results of principal survey indicate a positive climate in all media centers.	
Results of teacher survey indicate a positive climate in all media centers.	
Results of parent survey indicate a positive climate in all media centers.	
Media centers are used in purposeful ways that contribute to both student learning and student well being.	
Media centers are decorated with age-appropriate posters, art, and displays.	
Materials with a wide range of subject matter and reading ability are readily available to stimulate individual, independent use.	
Policies, procedures and rules reflect trust of and respect for students.	
Media centers are available before and after school.	
Media centers are available during the school day for small groups and individual learners.	
Student activity in the media centers is orderly and productive, but not overly strict.	
Staff members use the media center for meetings and other activities before and after school and during the summer.	

Additional information:

Template for:

What gets measured gets done: a school library media and technology program self-study workbook

Doug Johnson
dougj@doug-johnson.com

Contents

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Long range technology plan	
Information literacy/library media skill/technology skill curriculum guide	

Self-Study of the Library/Media program for	
School/District name	
Date of study	

Study team		
Name	Title	Location

Contents

Attachments	

Document Purpose

Mission and goals of the library media program	
Mission	
Long-range goals	
Goal 1	
Goal 2	
Goal 3	
Additional goals	

District description (demographics)
Name and location of district
Area economy
Educational partners
District organization overview

Previous evaluation and follow-up
Date and process:
Recommendations and actions:

Department organization and planning
Description of district library/media committee and responsibilities Major responsibilities:
Other committees and library media groups, including building library media committees

Budget

Name of building	Student population	Size of AV and print collection	Material replacement budget	Material growth budget	Periodicals budget	Online resources budget	Software budget	License, support and supplies budget	Total of current year's budget
School 1									
School 2									
School 3									
School 4									
School 5									
School 6									
School 7									
School 8									
School 9									
School 10									

Additional information

Funding formula and division of building/district funding:

District collections:

Other:

Library resource selection, organization, maintenance, and adequacy					
School	**Enrollment**	**Print Collection**	**Magazine titles**	**Audio-visual**	**Computer software**
School 1					
School 2					
School 3					
School 4					
School 5					
School 6					
School 7					
Total elementary					
School 8					
School 9					
School 10					
Total secondary					
District					

Additional information
Selection/reconsideration policy
Print resources
Audio-visual
Software

Computer hardware

School	Students	Professional Staff	Staff Computers	Staff/Computer Ratio	Student Computers	Student/ computer Ratio	Scanners, digital still and video cameras	LCD Projectors	File Servers	Laser Printers
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School 2										
School 3										
School 4										
School 5										
School 6										
School 7										
Total elementary										
School 8										
School 9										
School 10										
Total secondary										

Additional information

Video and voice hardware

School	Classrooms/ Instructional areas	Televisions	VCRs	Classroom to TV/VCR ratio	Cable Drops	Analog camcorders	Interactive TV equipment	Telephones	Voice Mail
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School 2									
School 3									
School 4									
School 5									
School 6									
School 7									
Total elementary									
School 8									
School 9									
School 10									
Total secondary									

Additional information

Curriculum

Checklist	Comments
The library media program has a written curriculum.	
The curriculum addresses reading skills.	
The curriculum addresses research skills.	
The curriculum addresses technology skills.	
Benchmark skill levels are articulated for each grade level.	
Student progress on skills are reported to parents.	
Skills are taught as part of an information literacy process.	
Projects are integrated into the classroom curriculum.	
The curriculum meets state requirements.	
The curriculum is revised on a regular basis.	
If not complete, there is a timeline for writing and implementing library media curriculum.	
At the secondary level, there is a written document that outlines major content area units that use library media resources and information literacy skills taught within those units.	

Additional information:

Staffing

School	Enrollment	Professional Staff	Student to Professional staff ration	Clerical Staff	Computer lab aide	Technical Staff
School 1						
School 2						
School 3						
School 4						
School 5						
School 6						
School 7						
Total elementary						
School 8						
School 9						
School 10						
Total secondary						
District Media Personnel (all 1.0 unless otherwise noted) List position titles:						
Total district						

Additional information: (job descriptions)

Facilities/Infrastructure	
Checklist	**Comments**
Each building has a dedicated space allocated to the media program.	
Each media center is adequate for multiple classes and small groups.	
Each media center is well lit, well ventilated, and adequately wired.	
A computer lab is in or adjacent to each media center.	
Each media center is clean, well-furnished and attractively decorated.	
Each media center is air-conditioned.	
All classrooms and offices in each building have voice, data, and video networks running to them.	
All teachers have telephones with voice mail in either their classrooms or departmental offices.	
Each building has a server used for its library system and its networked CD-ROMs.	
All staff and students (when the curricular need arises) have district-provided e-mail accounts.	
The district provides sufficient bandwidth to the Internet through direct connections or through a caching service.	
The district provides a webserver and gives staff the ability to house curriculum-related pages on it and that all media centers can access.	
The district provides servers for forms, databases, and archived software that all media centers can access.	
The district provides file storage space for staff and students that all media centers can access.	
The district provides interactive video connectivity in each building that all media centers can access.	

Additional information:

Media Center Climate

Checklist	Comments
Results of student survey indicate a positive climate in all media centers.	
Results of principal survey indicate a positive climate in all media centers.	
Results of teacher survey indicate a positive climate in all media centers.	
Results of parent survey indicate a positive climate in all media centers.	
Media centers are used in purposeful ways that contribute to both student learning and student well being.	
Media centers are decorated with age-appropriate posters, art, and displays.	
Materials with a wide range of subject matter and reading ability are readily available to stimulate individual, independent use.	
Policies, procedures and rules reflect trust of and respect for students.	
Media centers are available before and after school.	
Media centers are available during the school day for small groups and individual learners.	
Student activity in the media centers is orderly and productive, but not overly strict.	
Staff members use the media center for meetings and other activities before and after school and during the summer.	

Additional information:

Summary of program strengths

Summary of program weaknesses

Recommendations

Supporting data

Survey responses: Parents Responses are on a scale of 1-5 with 5 being the most positive.				
Topic		**Elementary**	**Middle**	**High School**
	Number of responses			
1. Organization/ Input				
2. Communications				
3. Budget				
4. Selection				
5. Organization and access				
6. Importance in educational process				
7. Availability				
8. Individual attention				
9.Staffing				
10. Climate				
11. Learning climate				
12. Technology use				

Best characteristics (from survey):

Improvements needed (from survey):

Other comments (from survey):

Survey responses: Principals Responses are on a scale of 1-5 with 5 being the most positive.				
Topic		**Elementary**	**Middle**	**High School**
	Total responses	Average score	Average score	Average score
1. Organization/ Input				
2. Communications				
3. Budget				
4. Selection				
5. Organization and access				
6. Importance in educational process				
7. Availability				
8. Individual attention				
9.Staffing				
10. Climate				
11. Learning climate				
12. Technology use				

Best characteristics (from survey):

Improvements needed (from survey):

Other comments (from survey):

Survey responses: Students Responses are on a scale of 1-5 with 5 being the most positive.				
Topic		**Elementary**	**Middle**	**High School**
	Total responses	Average score	Average score	Average score
1. Organization/ Input				
2. Communications				
3. Budget				
4. Selection				
5. Organization and access				
6. Importance in educational process				
7. Availability				
8. Individual attention				
9.Staffing				
10. Climate				
11. Learning climate				
12. Technology use				

Best characteristics (from survey):

Improvements needed (from survey):

Other comments (from survey):

Survey responses: Teachers Responses are on a scale of 1-5 with 5 being the most positive.				
Topic		**Elementary**	**Middle**	**High School**
	Total responses	Average score	Average score	Average score
1. Organization/ Input				
2. Communications				
3. Budget				
4. Selection				
5. Organization and access				
6. Importance in educational process				
7. Availability				
8. Individual attention				
9.Staffing				
10. Climate				
11. Learning climate				
12. Technology use				

Best characteristics (from survey):

Improvements needed (from survey):

Other comments (from survey):

Evaluation of program evaluation rubrics based on AASL's Information Power standards:

Part One. Learning and Teaching	Minimum	Standard	Exemplary	Comments/ Actions needed
1.Is the program essential and fully integrated?	25-50% of classes use the media program's materials and services the equivalent of at least once each semester.	50%-100% of classes use the media program's materials and services the equivalent of at least once each semester. The media specialist is a regular member of curriculum teams. All media skills are taught through content-based projects.	50%-100% of classes use the media program's materials and services the equivalent of at least twice each semester. Information literacy skills are an articulated component of a majority of content area curricula.	
2.Are the information literacy standards integral to the curriculum?	Students complete at least two resource-based projects each year that require research skills.	Students complete all resource-based projects required by state or local standards There are a clear set of media and technology benchmarks for each grade level.	Classroom projects have both content and information literacy outcomes.	
3.Does the media program model and promote collaborative planning and teaching?	The media specialist has a schedule that allows meeting with teachers prior to each research unit. The media center contains a professional collection.	The media specialist has a schedule that allows meeting with teachers on a regular basis to plan resource-based projects. The media specialist is a member of grade level or team planning groups. The media specialist has defined responsibilities for teaching skills in each project.	The media specialist participates in the assessment and grading of student projects with all staff. The media specialist is viewed as a resource for authentic assessment and project-based learning.	
4.Is there access to a full range of information resources and services?	The media specialist is knowledgeable about and acquires some resources in print and non-print formats. The media specialist assists students and staff in gathering data from electronic resources.	The media specialist evaluates, acquires, and promotes resources in print and non-print formats. The media specialist helps staff and students access other community resources.	The media specialist participates in resource and service sharing with other community agencies.	
5.Does the media program encourage reading, viewing and listening?	The media center contains current materials of student interest in print format. The media specialist promotes materials on a regular basis.	The media center contains current materials of high student interest. There is a formal program to encourage student reading, viewing and listening.	The media program conducts activities that encourage independent reading. Activities that promote media literacy are held.	

Part One. Learning and Teaching (continued)	Minimum	Standard	Exemplary	Comments/ Actions needed
6. Does the media program support diverse learning needs, abilities, and styles?	Research projects are individualized. Multiple formats of information are recognized as valid.	Research units have a variety of final project formats including those using graphics, sound, video or oral presentations.	Students have an individualized plan for information literacy projects. A variety of multimedia projects and presentations are the outcome of research.	
7.Does the program foster individual and collaborative inquiry?	Both individual and group research projects are assigned.	Formal planning of group roles and individual tasks is a part of ench project.	Research projects use and foster individual interests to spur life-long learning behaviors. Teachers and media specialists articulate personal learning goals.	
8. Does the program integrate the use of technology?	Research is done with aide of an automated library catalog and stand-alone CD-ROM databases. Projects are word-processed.	On-line information sources are available and used. Students use desktop publishing, multimedia construction programs, drawing, and graphing programs to complete projects. The media center has a telephone and fax machine for professional and supervised student use.	A wide variety of on-line information sources, including email and the Web, are available and used. Students use digital photography and video editing to create projects. The media program teaches discriminate use of technology for effective research and communication.	
9. Does the program provide a link to the larger learning community?	The school media program encourages the use of external resources in research projects. The availability and use of public and academic libraries are part of the information literacy curriculum. The media specialist assists students and staff in acquiring materials through interlibrary loan.	The availability and use of a variety of community and web-based resources are a part of the information literacy curriculum. The media specialist works with classroom teachers to make them aware of resources outside the school of value to students.	The school library is a member of the regional multitype system and participates in its activities. The media program helps facilitate school to work initiatives and other community-based learning programs.	

Part Two: Information Access and Delivery	Minimum	Standard	Exemplary	Comments/ Actions needed
10. Does the program provide intellectual access to information and ideas for learning?	The media specialist helps students and staff with basic reference and location questions.	The media specialist helps students and staff with research questions using specialized tools both inside and outside the media center. The media specialist creates subject bibliographies for staff.	The media specialist helps students and staff become critical users of information.	
11. Does the program provide physical access to information and resources for learning?	The library media center is a physical space within the school with student seating and shelving for materials. The materials in the media center are cataloged and circulated according to specified criteria. The media specialists selects, orders and processes new materials on a regular basis.	The media center has a variety of workspaces and tools for at least 3 classes to work researching and producing projects. The media center has spaces that support students working individually, in small groups and in classes. The collection and circulation system are automated and current.	The media specialist actively participates in building and remodeling committees. The facility is climate controlled and has an outside entrance for after hours use. The school's records are part of a larger, regional union catalog.	
12. Does the program provide a climate that is conducive to learning?	The media center is a safe environment with adequate lighting, ventilation and heat. The furniture is appropriate for the age of the student being served. The media specialist is enthusiastic and encourages student use of the media center and its resources.	The media center has an inviting appearance with student created works, instructional displays and informational posters. The furniture and shelving are matched and in good condition. The media center is easily accessible from all classrooms, and contains a computer lab, multi-media workstations, and a TV production facility. The media specialist conducts promotional activities to encourage student and staff use of the media center.	The media center has a variety of informal and formal student areas. The media specialist plans special displays. The media center is air-conditioned for year round use. The media center has adequate wiring and network drops, static free carpeting, and a ceiling with noise-abating tiles. The staff workroom, administrative offices and distance learning classroom are adjacent to the media center. The media center serves as the hub of all school information networks.	

Part Two: Information Access and Delivery (continued)	Minimum	Standard	Exemplary	Comments/ Actions needed
13. Does the program provide flexible and equitable access to learning resources?	The media center is open, staffed and available to students during all school hours all school days. Parents and community members may use the collection before and after school. The media center and its resources are handicap accessible.	The media program is flexibly scheduled so the professional services of the media specialist are available when needed by students and staff. Teacher prep time and study halls are NOT provided in the media center. The media specialist encourages the use of the media center by the public.	The media center is open and staffed extended hours (evening and weekends) for community use. A policy for resource use by the community is in place. The public is informed of the availability of the media center.	
14.Do the collections and resources support the school curriculum?	Materials are professionally selected using recognized review tools. There is a current* print collection of at least 10-15 print items per student, a selection of periodicals, and electronic research terminals for at least 25% of the largest class. Students have access to: • a computerized periodical index • electronic encyclopedias • a wide variety of computerized productivity programs like word processors, spreadsheets, and databases. *Current is defined as the collection having an average age of not greater than 10 years, acknowledging that some areas will need more current materials and some areas will have older materials.	There is a current print collection of at least 15-20 print items per student, electronic research terminals for at least 25%-50% of the largest class. Students have access to: • a computerized card catalog of local materials • on-line full text periodical databases • a wide variety of computerized reference tools • content area specific reference materials • videodiscs and players • full on-line access to the Internet • educational television programming • a wide range of educational computer programs Resources are specifically chosen to support curricular needs.	There is a current print collection of over 20 print items per student, electronic research terminals for over 50% of the largest class. Electronic research materials are available from all networked computers in the building. There is a written collection development policy that shows collaboration with other libraries and outside information agencies. Students have access to: • a union catalog of district holdings • access to the catalogs of public, academic and special libraries from which interlibrary loans can be made • materials to support local history studies • access to desktop video conferencing or an interactive television classroom • emerging technologies as needed	

Part Two: Information Access and Delivery (continued)	Minimum	Standard	Exemplary	Comments/ Actions needed
15. Does the program show a commitment to the right of intellectual freedom?	There is a board adopted selection/reconsideration policy. Circulation policies are consistent with the tenants of intellectual freedom and school policies. Internet access is unfiltered, but acceptable use is taught and Internet terminal use is monitored.	The collection has materials representing a diversity of opinions on controversial topics. The media specialist works with teachers and administrators to insure students' rights to information. Student data privacy is kept.	intellectual freedom and the right to information is taught as a part of the information literacy curriculum.	
16. Do the policies, procedures and practices reflect legal guidelines and professional ethics?	The school has board-adopted policies on copyright and Internet / technology acceptable use.	The information literacy curriculum teaches the concepts of plagiarism, copyright, and intellectual property.	The media specialist designs and conducts workshops on ethical issues associated with information and technology use.	

Part Three: Program Administration	Minimum	Standard	Exemplary	Comments/ Actions needed
17. Does the program support the mission and goals of the school?	The media specialist actively participates in school evaluation / accreditation efforts. The library media program has a written mission statement that reflects the mission of the school.	The media specialist formally plans yearly goals with the principal and department heads. The library media annual goals reflect the school and district goals. The media specialist actively participates as a member of the media and technology committees.	The school mission and annual goals reflect the need for students to be information literate in order to become life-long learners and recognize the media program as essential in meeting those goals.	
18. Is there adequate professional staffing in each building?	There is at least one fully licensed full-time media professional serving each district. There is at least one fully licensed full-time media professional serving at least one half day in each school in the district. The media center is kept open with clerical help during the remainder of school hours.	There is a minimum of one licensed full time media professional in each school. The principal appraises the performance of the media specialist using tools specific to the profession There is a current job description for the media professional.	There is one full time media specialist for each 500 students in each building. The media specialist is active in professional organization activities and participates in a wide range of school activities.	
19. Is there adequate support staff for each building?	The media specialist has part-time clerical and technical support.	The building has sufficient clerical and technical staff to allow the professional media staff to work with teachers and students. The media professional supervises the support staff. There are current job descriptions for all support staff.	When justified by school size and program, there is: • one full time technician in each building • a media professional who supervises media production. • a district-level supervisor and support staff that assist with planning, budgeting, assessment, and materials processing.	

Part Three: Program Administration (continued)	Minimum	Standard	Exemplary	Comments/ Actions needed
20. Does the program have on-going administrative support?	The principal and media specialist informally plan the media program goals and budget each year.	A formal goal-setting and budgeting procedure is completed by the media specialist and building principal. The media program and media specialist are evaluated each year using the accomplishment of the goals as a criteria.	An advisory committee with parents, teachers, students and community members helps establish media center goals. A formal process is in place to report back to that group the accomplishment of those goals on a regular basis.	
21. Is there a long-range, strategic plan for the program?	The media specialist, principal and department chairs collaboratively create and update long-range development plans for the media program. The district's strategic plan reflects the mission and role of the library media program.	An advisory committee with parents, teachers, students and community members helps create long-range media plans.	Long-range media plans are shared with the community through public relation channels.	
22. Is there an on-going assessment of the program in place?	The media specialist collects and reports basic circulation and collection size and age data.	There is a means of assessing the adequacy of the program and collection through surveys done at the completion of each research unit. Annual goals and long-range plans are based on collected data. All new initiatives involving media and technology have an evaluation component.	There is an effort to analyze the contributions of the media program to overall student performance in the school. Reporting of students meeting standards on identified information literacy and technology benchmarks are reported to parents and the community. The media specialist and school participate in formal studies conducted by state and academic researchers.	

Part Three: Program Administration (continued)	Minimum	Standard	Exemplary	Comments/ Actions needed
23. Does the program have adequate funding?	The program has a written budget sufficient to keep the media program at a minimal level of service.	The media specialist yearly submits a budget itemizing suggested levels of spending for collection maintenance and growth, subscription fees, supplies and other resources. The media specialist keeps detailed records of how funds were spent each year.	The media specialist actively participates in school budgeting decision-making committees. The media specialist uses a variety of methods for obtaining resources including cooperative purchasing, grant writing and partnering.	
24. Do the media specialist and support-staff receive adequate staff development opportunities?	The media specialist and support staff receive training on resources and materials purchased for the media program. The media specialist offers classes to the staff on information resources and skills and technology integration.	The media specialist attends conferences and workshops on new resources, state graduation rule updates, and information literacy curricula. There is a budget for staff development for the media specialist.	The media specialist is a leader on the staff development committee and assists in planning and implementing staff development opportunities for all school staff.	
25. Are the mission, goals, functions, and impact of the library program clearly communicated?	The media specialist reports annually to the principal on the library media program.	The media specialist communicates on a regular basis with school staff at meetings, through newsletters, and through programs in the media center.	The media specialist communicates regularly with parents and the community through newsletters, web pages, parent-teacher organization presentations, service organization presentations, and notification of the local media of special events.	
26. Are the human, financial, and physical resources of the program effectively managed?	The media specialist oversees all aspects of the daily operation of the media center including scheduling classes, inventorying materials, and maintaining budgets.	The media specialist supervises support staff and works with custodial staff on maintenance issues. The media specialist participates in the evaluation of support staff.	The school media specialist actively participates on the building management team.	

Appendices

(Append copies of any supporting documents, including long-range technology plan or library/media/technology curriculum here.)